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ABSTRACT

This study analyzes the needs of the Palestinian people in the area of education and training and identifies projects that would aid further development in this area. The first of seven chapters provides demographic and socioeconomic background. The second chapter is an overview of the pre-university education system in the Occupied Territories (West Bank and Gaza Strip). The third chapter is a 10-year perspective of needs at the primary, preparatory, and secondary levels for classes, schools, and teachers in the West Bank and Gaza Strip together. The fourth chapter presents data on pre-university vocational and non-formal education. The fifth chapter includes data on community colleges and middle-level manpower training. The sixth chapter provides data and analysis of the universities in the Occupied Territories. The seventh chapter proposes 10 projects designed to address the educational and training needs of the Palestinian people. Some of the objectives addressed by these projects include the following: development of primary education, pre-service and in-service training of teachers, development of science and mathematics curriculum, development of community colleges, and development of para-medical, technology and engineering fields. Contains 23 references. (DB)

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STUDY ON THE NEEDS OF THE PALESTINIAN PEOPLE IN THE FIELD OF EDUCATION AND TRAINING

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STUDY ON THE NEEDS OF THE PALESTINIAN PEOPLE IN THE FIELD OF EDUCATION AND TRAINING

Unesco
Paris - March 1990

(CAB-90/WS/6/REV)

F O R E W O R D

This study has been prepared in pursuance of a decision adopted by the Executive Board of Unesco at its 129th session in June 1988. Its purpose is to analyse the needs of the Palestinian people in the Organization's fields of competence, particularly in education, and to identify priority projects for consideration by bilateral and multilateral funding sources.

The projects (ten in all) presented in Chapter VII, are not intended to meet all the educational needs of the Palestinian people. Their aim is to satisfy the most pressing requirements, while taking account of the need to lay solid foundations for the future development of the education system.

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CHAPTER ONE

The demographic and the socio-economic background

Demographic background

1.01 The population of Palestine at the beginning of the British Mandate was 640 000 of whom 93.75% were Palestinian Arabs. In March 1947, the number of Palestinian Arabs in Palestine was 1 400 000. After 1948, part of the Palestinians were forced to leave their anscestral homes and be in diaspora. The National Charter of the PLO defines a Palestinian as anyone born in Palestine, or living in Palestine for at least two years prior to 1948, or descended from a Palestinian father so defined.

1.02 Estimates of Palestinian population vary depending on fertility rate assumptions. Medium estimates give population figures as 2 883 000 in 1969, 4 067 000 in 1979 and 5 431 000 in 1987. The annual rate of population increase, if it is considered 3.5%, will not remain in its present level. Complete family size (7 and 8 in old generation) has dropped dramatically to 3 to 4 within better educated families of middle class and professionals. Projections of Palestinian population provide estimates of 5 700 000 in 1990, 6 449 000 in 1995 and 7 120 000 in the year 2000. There are other estimates that are higher than the projections quoted here (6).

1.03 Since 1948, the dispersion of the Palestinian people has been increasing. In the first year of 1948 war, three quarters of a million of residents from territories that became later on Israel, were expelled from their ancestral homeland. After 1952, the gradual dispersion of the Palestinians continued. There was a movement of Palestinians largely from the West Bank and to a lesser extent from the East Bank, to more prosperous Arab countries like Lebanon, Kuwait, Libya and Iraq. By the end of 1967 and the beginning of the Israeli occupation of the West Bank and Gaza Strip, only half of all Palestinians were still living in what was mandate Palestine as contrasted with 76% in 1952 and 63% before June 1967.

Note : The reference number given between brackets in the text designates the number of the document as given in the bibliography.

1.04 It is estimated in 1987 that [8] :

1. 18.2% of the Palestinians are living in the West Bank, 10.4% in Gaza Strip and 12.2% in occupied Palestine of 1948, making a total of 40.8% or 2 217 700 (the rates for 1967 were 33.9%, 17.0% and 12.0% respectively).

2. 26.8% of the Palestinians are living in the Hashemite Kingdom of Jordan, 5.1% in Syria and 7.9% in Lebanon making a total of 39.8% or 2 162 700 (The rates for 1967 were 17.6%, 5.3% and 7.9% respectively).

3. 14.2%, or 769 300 Palestinians are living in the Gulf States, Saudi Arabia and other Arab States (The rate in 1967 was 4.8%).

4. 5.2%, or 282 000 Palestinians are living in the rest of the world (The rate for 1967 was 1.0%).

1.05 Not all the Palestinians are registered refugees by UNRWA. The following table shows the number of Palestinians in countries in which UNRWA provides educational opportunities for the children of the registered Palestinian refugees [8].

(in 1000)

	Total Palestinian population	Registered refugees	The rest including non-registered refugees	% registered
West Bank	990.0	375.8	614.2	37.9
Gaza Strip	564.1	447.9	116.2	79.4
Jordan	1 458.4	852.7	605.7	58.5
Syria	276.8	259.8	17.0	93.9
Lebanon	427.5	281.5	146.0	65.8
Total	3 716.8	2 217.7	1 499.1	59.7

1.06 It should be pointed out that Palestinian school age children living in Jordan, Syria and Lebanon either attend primary and preparatory UNRWA schools, in the case of children of registered refugees, or Government and private schools, in case they are children of non-registered refugees and others.

1.07 Estimates of Palestinian students in the Arab countries are not reliable. The only reliable source concerning Palestinians attending schools in Jordan, Syria and Lebanon are those of UNRWA. Yet these enrolment data cover only part of the whole Palestinian students in these countries. For the total estimate of Palestinian students outside the Occupied Territories, the reader is refered to Annex (Table 1).

The socio-economic background

1.08 Labour force in the Occupied Territories was 251 200 persons in 1985, or 34.8% of the 14 years old and above or 18.8% of total population (3). The share of males in the labour force is 89.7%, while the share of females is 10.3. One of the main reasons for the low participation rate of females in the labour force is the fact that families refuse to send their daughters to work in the Israeli industry like the males. Those engaged in agriculture of the total labour force was 44.8% in 1969 and 22.4% in 1985 in the West Bank, and 33.1% in 1969 and 18.1% in 1985 in Gaza Strip. During the British Mandate in the early thirties about 60% of the Palestinian labour force was engaged in agriculture. On the other hand, there was a rapid increase in the rate of the labour force engaged in the construction industry. Thus in the West Bank the percentage for those engaged in construction rose from 11.9% in 1969 to 24.2% in 1985, the rates for Gaza Strip are 9.6% and 25.6%. There was also a rise in the rate of those engaged in mining, quarries and processing industries, from 13.3% to 16/5% for the West Bank and from 12.5% to 17.6% for Gaza Strip from 1969 to 1985.

1.09 The decrease in the labour force engaged in agriculture in the Occupied Territories was due to discreminatory practices against agricultural products of the West Bank and Gaza Strip, the confiscation of agricultural land and the control of the sources of irrigation water. Occupied Territories agricultural products became less competitive. Israeli agricultural products have been filling the markets because they were cheaper and thus more competitive. As a result of the decline of agriculture, most of the labour force, the majority of which is self employed, shifted to paid work especially in the construction and processing industries.

1.10 Another important structural change in the labour force in the Occupied Territories is the decrease in the rate of those who are employers, self employed and working for the family and an increase in the rate of the category of employees or paid workers. The last category increased from 49.3% in 1970 to 60.6% in 1984 in the West bank. The rates for Gaza Strip are 60.0% for 1970 and 66.7% in 1984 (3).

1.11 A further structural change concerning the labour force is the drastic change that has been taking place in the magnitude of the Occupied Territories labour force working in Israel compared to those who continued to work in the territories. In 1970, 12.8% of the labour force in the West Bank and 10% in Gaza Strip had been employed in Israel. In 1985, the rate in the West Bank of the labour force working in Israel became 31.4% and in Gaza 46.5%. Moreover, the Occupied Territories labour force employed in Israel in 1985 made up 6% of the total labour force employed in Israel as a whole (3).

1.12 An important development in the structure of the economy is the distribution of the domestic national product according to sectors of economic activity. All data indicate the regression of the share of agriculture in domestic product from 36.3% to 32.8% in the West Bank and from 29.0% to 21.9% in Gaza Strip between 1968 and 1986 (7). On the other hand, there was an increase in the share of construction from 3.5% to 14.0% in the West Bank and from 2.9% to 22.1% in Gaza Strip between 1968 and 1986. The share of industry in domestic product in Gaza Strip increased from 2.9% to 12.6% during the same period.

1.13 Two main trends could be observed from the above discussion. The first is the rapid increase of Palestinians employed as semi-skilled and unskilled workers in the Israeli industry. The second is the diminishing share of agriculture as a source of employment and income in the Occupied Territories. Structural changes should be introduced in the education and training system so that more qualified Palestinians -at the middle and higher skill levels- would be available in the future to meet social and economic development needs. This objective could be attained by the development of vocational, agricultural, technical and scientific education at all levels.

CHAPTER TWO

The Pre-University General Education

The structure of the Education System

2.01 Pre-university education in the Occupied Territories (The West Bank and the Gaza Strip) consists of the following levels and types of education.

1. The nine years of compulsory education cycle consisting of six years of primary education and three years of post-primary preparatory education.

2. The three years general secondary education streamed into the scientific and literary streams after grade ten.

3. The three years vocational secondary education consisting of the technical, the agricultural and the commercial secondary schools.

4. The two years vocational training centres providing vocational training after the nine years of compulsory education.

5. The pre-school education provided for pre-school children in kindergarten.

6. There are various types of non-formal education provided in the occupied territories which cover

- the non-formal vocational and cultural centres
- the non-formal adult literacy programme centres
- the education and training of the mentally retarded and physically handicapped.

The scope of the chapter

2.02 In the present chapter, the compulsory education cycle (the primary and the preparatory levels) and the general secondary education will be covered. It should be pointed out from the start that in almost all the documents available on the situation of education in the Occupied Territories, the three levels, the primary, the preparatory and the general secondary are dealt with together. In all the available documents, when dealing with issues and problems related to schools, or students or teachers, no analysis and data are provided for each level separately. The other types of education, namely, the vocational secondary schools, the vocational centres, the non-formal vocational and cultural centres, the adult literacy centres, the education of the retarded and the handicapped, as well as the pre-school education, each will be presented separately.

2.03 Another important point is the fact that the analysis that follows will cover the situation up to the academic year 1987/88. The analysis does not cover the situation after that when the Intifada has started in December 1987. It is a known fact that all the educational establishments have been closed down by the Israeli occupation authorities. However, the parallel substitute education system established by the Palestinian people is functioning and is trying to provide the school children with whatever education possible.

2.04 Palestinian school age children under occupation (and prior to the closing down of all the educational establishments starting from the beginning of Intifada in December 1987) have been frequenting all kinds of educational institutions. Vertically school age Palestinians have been enrolled in educational institutions at the pre-school level in kindergartens up to institutions at the higher education level. At the horizontal dimension, and specially at the secondary and higher education levels, school age Palestinians have been enrolled in all types and kinds of educational institutions, schools, centres and colleges, of various manpower oriented specializations.

The role of Palestinian private initiative

2.05 One main characteristic of the education system in the Occupied Territories, is the fact that private Palestinian efforts and initiative, represented by associations, societies, foundations and endowments as well as religious bodies both Christian and Moslem, have played a major decisive role in the provision of educational opportunities at all levels. It is sufficient to mention that 90% of pre-school education is supported by private efforts. The educational level which is totally supported by private Palestinian initiative is University education. It is 100% supported by private efforts. The junior college education (the community colleges) is 62% dependent on private support. Also the private sector plays an important role in secondary general education (40.8%) and in the secondary vocational education (39%). Had it not been for the popular palestinian private efforts and initiative, education in the Occupied Territories would have been limited to primary education plus some preparatory and general secondary education in addition to some rudiments of vocational training for the provision of vocational skills wanted at the lower levels in the Israeli industry.

2.06 Private Palestinian effort and initiative is not only limited to the formal education system. In the non-formal field of education, one could say that it is only the private Palestinian efforts and initiative that play the major and decisive role. The private Palestinian initiative has played an important role in the provision of adult education literacy centres, the non-formal vocational and cultural training centres, and the centres for the mentally retarded and the physically handicapped.

Jordanian and Egyptian Educational Heritage

2.07 The occupied West Bank has been up to 1987/88 following the Jordanian system of education. As for the schools of Gaza Strip they were following the Egyptian system of education. This means that all rules and regulations concerning the contents of education, the students and the teachers -and all other aspects of education- were the same as those of Jordan or Egypt. One important aspect of the Jordanian Law of Education of 1964 is the fact that Education is compulsory at the primary and

preparatory levels. As it will be shown later on, this aspect of the Education Law has never been realized in the Occupied Territories.

The three Agencies of education

2.08 Educational opportunities in the Occupied Territories are being provided by three agencies : the public (the Government), UNRWA (the United Nations Relief and Works Agency) and the private sector. The public sector schools are administered by the Occupation Authorities. These Authorities are represented by an army officer who has all the powers which a Minister of education has in other countries. The private sector is represented by various associations, organizations, societies or private individuals who own, administer and run educational institutions at all levels and of all kinds.

2.09 UNRWA runs schools at the primary and preparatory levels as well as teacher training institutions and post-secondary vocational training centres for the children of the Palestinian refugees. Of course, in the Occupied Territories, not every Palestinian living there is a refugee. Only the Palestinians who were forced to leave their original place of residence in their homeland in 1948 -or their children- are considered as registered refugees of UNRWA. Eligible refugee students finishing their compulsory level of education in UNRWA schools can pursue their education in Government secondary schools through a system of subsidies, grants and assistance. The same principle applies to primary or preparatory school age refugee children in areas where no UNRWA schools are available.

Analysis of enrolment

2.10 According to latest available educational data in the Occupied Territories of 1987/88, there were 548 539 students in the West Bank and Gaza. The figure includes all levels of education starting from pre-school education and ending up with university education, and all types and kinds of educational institutions especially at the secondary and post-secondary levels.

2.11 Out of this total, 67% are enrolled in West Bank educational institutions and 33% in Gaza Strip institutions. In the Occupied Territories as a whole, the majority of the students are enrolled in public sector institutions (62.9%). The other two sectors, the UNRWA and the private sector have a share of 24% and 13.8% respectively.

2.12 The role of UNRWA schools in Gaza Strip is more predominant (50.1% of total enrolment) than in the West Bank (11.1%). On the other hand, the role of the private sector is more predominant in the West Bank (17.4% of total enrolment) than in Gaza Strip (only 6.7%). It should be repeated here that the private sector is the major agency that provides educational opportunities at the higher educational level and in the non-formal educational programmes.

2.13 It is not possible to provide an analysis concerning the participation of girls in all educational institutions in the Occupied Territories. Such data are not available for Gaza Strip, while they are available for the West Bank, where the participation of girls is 45.9%.

Enrolment by Agencies
in the Occupied Territories
1987/88

		Public	UNRWA	Private	Total
Gaza Strip	no.	77 917	90 944	11 987	180 848
	%	43.2	50.1	6.7	100.0
West Bank	no.	26 292	40 847	63 882	367 691
	%	71.5	11.1	17.4	100.0
Total	no.	340 879	131 791	75 869	548 539
	%	62.2	24.0	13.8	100.0

Source : Annex Table 2

2.14 The 548 539 students of the West Bank and Gaza Strip have been attending in 1987/88, various levels of education (8). Of course, the majority of them have been enrolled at the primary level schools (57.6%), next come the preparatory level schools (21.2%), and then the secondary level schools (11.9%). The pre-school and post-secondary enrolment account for 5.4% and 3.9% respectively. Enrolment at the secondary level is composed of three kinds of institutions, the general, the vocational school and the vocational centres. In secondary education, the general secondary enrolment makes up 92.5% of the total, the vocational school 4.1% and the vocational centres 3.4%. As for higher education enrolment, 69.4% is for the universities and 30.6% is for the community colleges (Junior college education).

Enrolment by levels in the
Occupied Territories

Level	Enrolment	%
Pre-school	29 418	5.4
Primary	315 985	57.6
Preparatory	116 394	21.2
Secondary	65 286	11.9
Higher education	21 456	3.9
Total	548 539	100.0

2.15 Since 1967/68, there has been a change in the distribution of enrolment into the various levels of education in the Occupied Territories. In twenty years time 1967/68-1987/88, the share of primary education enrolment-wise has declined from 72.7% to 59.9%. On the other hand, there has been an increase in the share of pre-school, preparatory and secondary education enrolment.

Percentage share of enrolment
by levels 1967/68-1987/88

	1967/68	1987/88
Pre-school	1.8	5.6
Primary	72.7	59.9
Preparatory	18.0	22.1
Secondary	7.0	11.5
Industrial/Commercial	0.5	0.9
Agricultural	-	-
Total	100.0	100.0

Developments in twenty years

2.16 In twenty years period, 1967/68-1987/88 [18], the enrolment in the various levels of education has grown at different pace depending on the type of education offered and on the controlling agency. During twenty years, the Palestinian people of the Occupied Territories were able first to establish a complete and highly developed system of higher education. Enrolment at present, in the degree granting institutions is 14 897. Twenty years ago there was hardly anything in this respect. Another field of education which has witnessed a tremendous rate of growth in enrolment in the last twenty years is in the field of community college education, or the two years post-secondary education. Enrolment in this kind of education has grown ten times its size in 1967/68. Most of the growth in enrolment is mainly due to private Palestinian initiative. A third field that has witnessed a rapid growth in enrolment during the last twenty years is the pre-school education. Enrolment in 1987/88 is almost eight times the size in 1967/68. Here also, it is private Palestinian efforts that have contributed towards this growth.

2.17 Enrolment in the remaining levels/fields of education, namely, the primary, the preparatory and the various types of secondary education, has witnessed normal rates of growth.

Development of enrolment
1967/68-1987/88

	1967/68	1987/88	Growth index (1967/68=100)
Pre-school	3 850	29 418	764.1
Primary	162 051	315 985	194.9
Preparatory	40 177	116 394	289.7
Secondary general	15 606	60 424	387.2
Industrial/Comm/Agr.	1 226	4 862	397.0
Community colleges	600	6 559	1 093.0
Universities	-	14 897	-
Total	223 510	548 539	236.5

Enrolment ratios at the primary, preparatory and secondary levels

2.18 To what extend are educational opportunities provided to eligible school age population groups ? How far are educational opportunities provided to the primary school age children, the 6-11 years old, to the preparatory school age children, the 12-14 years old, and to the secondary school age children, the 15-17 years old ? The objective is to know the enrolment ratio for each school age group of the population (how many of the relevant school age population attend school ?). Anything below 100 would provide the magnitude of the relevant school age children who are out of school. Part of those who are out of school may not have joined the school at all. The majority of out-of-school children (of the relevant school age population) have joined the school but later on dropped out of it.

2.19 To carry out the analysis on the basis of enrolment ratios, one would be confronted with one main obstacle, and that is the absence of valid demographic data regarding the Palestinians in the Occupied Territories. All available demographic data regarding the Palestinians are rough estimates that have not been put to the test of calculating enrolment ratios (so far). There are various estimates of the Palestinian population. Sometimes there is a difference of one million between one estimate and another. One estimate gives the population as being 4 million and another 5 million [6].

2.20 Faced with this major constraint concerning population estimates, one would have to find a solution or a logical compromise. UNRWA Statistical Yearbook (that of 1987/88) provides full data concerning the registered refugee children both in the West Bank and Gaza Strip. They provide also the enrolment of registered refugee children not only in UNRWA schools but in Government and private schools. The following are the main findings concerning enrolment ratios of registered Palestinian refugee children at the primary, preparatory and secondary levels. Two kinds of enrolment ratios will be presented : the net and the gross. The net ratio refers to pupils of the relevant age group only as compared to the total population in the relevant age group. The gross refers to the total number of pupils of the given cycle, which includes over-age children as compared to the total population of the relevant age group.

I. Primary level enrolment ratios

Age group 6-11 years old

Grades 1-6

	Net	Gross
Gaza Strip	86.3%	91.5%
West Bank	68.1%	75.6%

2.21 Education at the primary level is compulsory (according to the Jordan Law of Education of 1964). All primary school age children (6-11 years) are supposed to be attending the primary level schools. If one can generalize from the enrolment ratios of UNRWA primary schools to the enrolment of the primary schools of the other two agencies, the public and the private, one would come to the main conclusion that 10% of the primary school age children in Gaza Strip and 25% in the West Bank are out of school. If net enrolment ratios are taken into consideration, the rate of out-of-school children would be higher. Out-of-school children would be either children who never joined the primary school, or who had dropped out of school in one of the six grades of the primary schools.

II. Preparatory level enrolment ratios

Age group 12-14 years old

Grades 7-9

	Net	Gross
Gaza Strip	66.0%	80.1%
West Bank	47.4%	59.6%

2.22 Education at the preparatiory level is also compulsory according to the Jordan Law of Education. All children of the age group 12-14 years old are supposed to be attending the preparatory level schools. The UNRWA enrolment ratios for the preparatory level indicate that 20% of the 12-14 years old children are out of school in Gaza Strip and 40% in the West Bank. (The net rates for the out-of-school children are 35% for Gaza and

53% for the West Bank). It is evident that a number of pupils finishing the primary school do not pursue their education at the preparatory schools. Furthermore, a number of those who join the preparatory school drop out of it in one of its three grades.

2.23 It is reported that work opportunities in the Israeli industry encourages a large number of students attending the preparatory schools to drop out so as, either to join accelerated vocational training programmes and then join the Israeli labour market as semi-skilled worker, or become an unskilled worker in the Israeli industry.

III. Secondary level enrolment ratios

Age group 15-17 years old

Grades 10-12

	Net	Gross
Gaza Strip	37.6%	47.0%
West Bank	23.5%	29.3%

2.24 The case with secondary education is different from that of the primary and preparatory levels. Education is not compulsory and many students finishing the preparatory level prefer to start looking for work. Also, it should be mentioned that education at the secondary level is only available for those who are academically eligible. For this reason, enrolment ratios are much lower at this level than in the other two levels. The UNRWA enrolment ratios at the secondary level indicate that 53% in Gaza Strip and 70% in the West Bank of the secondary school age population are out of school (the net rate for the out-of-school children is 63% for Gaza and 76% for the West Bank).

Enrolment, teachers and schools

Pre-school level

2.25 Pre-school education has been playing an important role in the

building up of the personality of the Palestinian child. 90% of enrolment at the pre-school education level are accommodated in private institutions, the remaining 10% of enrolment is shared equally between the public and UNRWA agencies. For the year 1987/88, there were 29 418 children attending kindergartens as the following table demonstrates

Pre-school enrolment

	Enrolment	Schools	Classes	Teachers
Gaza	6 773	54	176	176
West Bank	22 645	159	777	868
Total	29 418	213	953	1 044

2.26 Major problems facing kindergarten education in the Occupied Territories are :

1. A high rate of drop-out of enrolled children due to frequent closing down of institutions.

2. Most of the teaching staff at the kindergartens are not qualified to teach at the pre-school level.

3. All physical facilities are rented and thus most of them are not suitable for educational purposes. They do not have enough playgrounds.

4. All pre-school institutions lack the simplest kind of equipment and teaching aids and materials.

5. The financial situation of the kindergartens is precarious because of the fact that most children cannot pay full fees.

6. Financial difficulties lead to low salary and hence only unqualified teachers could be employed.

7. There is a high demand for pre-school education but there is a shortage of places.

8. So far no curriculum has been specially designed for pre-school education purposes.

The primary level

2.27 According to available data (1987/88) there were 315 985 pupils at the primary level of education in the West Bank and Gaza Strip. It is provided by three agencies, the Government, UNRWA and the private sector. The Government schools provide educational opportunities for 65.4% of the total enrolment, UNRWA 29.2% and the private sector 5.4%. The role of UNRWA in primary and preparatory education is more prominent in Gaza Strip than in the West Bank.

Primary education basic data 1987/88

		Govt	UNRWA	Private	Total
West Bank	Enrolment	161 706	28 427	16 331	206 464
	Teachers	4 396	802	656	5 854
	Schools	379	35	31	445
Gaza Strip	Enrolment	45 036	63 763	722	109 521
	Teachers	1 097	1 493	25	2 615
	Schools	49	103	3	155
Total	Enrolment	206 742	92 190	17 053	315 985
	Teachers	5 493	2 295	681	8 469
	Schools	428	138	34	600

2.28 There are no available data concerning the qualification of teachers at the primary level. The teacher pupil ratio in private schools is 25, in the Government schools 38, and in the UNRWA schools 40. The

average size of a primary school is 483 in the Government schools, 500 in the private schools and 668 in the UNRWA schools.

The preparatory level

2.29 Preparatory education, which follows the primary education, is part of the nine years compulsory cycle. Enrolment in 1987/88 is 116 324. 63.9% of this enrolment is in Government schools, 31.4% in UNRWA schools, and 4.7% in private schools. Here, as it is the case at the primary level, the role of UNRWA in Gaza Strip is more prominent than in the West Bank. The Teacher/pupil ratio in Government schools is 25, in UNRWA schools 28 and in private schools 15. The average size of a preparatory school is 258 in the Government schools, 344 in UNRWA schools and 235 in private schools.

Preparatory education basic data 1987/88

		Govt	UNRWA	Private	Total
West Bank	Enrolment	60 363	11 468	5 061	76 892
	Teachers	2 469	418	353	3 240
	Schools	259	63	21	343
Gaza Strip	Enrolment	14 089	25 053	360	39 502
	Teachers	490	873	10	1 373
	Schools	26	43	2	71
Total	Enrolment	74 452	3 652	5 421	116 394
	Teachers	2 959	1 291	363	3 377
	Schools	288	106	23	414

The secondary level

2.30 General secondary education is provided for 60 414 students both in the West Bank and Gaza Strip. There are no secondary schools within the UNRWA school system. Eligible refugee students pursue their secondary education in Government or private schools. UNRWA subsidizes secondary

level refugee students. Practically most of the students (90%) are enrolled in Government secondary schools, while the remaining 10% are enrolled in the private secondary schools. Teacher/pupil ratio is 19 in Government schools and 14 in private schools. The average size of a general secondary school is 208 in the Government sector and 138 in the private sector.

General secondary education basic data 1987/88

		Govt	UNRWA	Private	Total
West Bank	Enrolment	36 466	-	5 313	41 779
	Teachers	2 208	-	444	2 652
	Schools	233	-	45	278
Gaza Strip	Enrolment	17 455	-	1 190	18 635
	Teachers	663	-	31	694
	Schools	26	-	2	28
Total	Enrolment	53 921	-	6 503	60 414
	Teachers	2 871	-	475	3 346
	Schools	259	-	47	306

Analysis of certain aspects of pre-university education

2.31 The following analysis of the various aspects of general pre-university (pre-higher education) would refer to the totality of the situation with no separate reference to either primary, or preparatory or secondary levels of education. Available documents and data refer to the three levels as being the pre-university level.

Geographical distribution

2.32 The geographical distribution of public primary, preparatory and secondary schools in the Occupied Territories is unbalanced and has been leading to unequal distribution of educational opportunities.

2.33 Of a total of 379 villages (excluding 30 in Jerusalem District) in the Occupied Territories, 41 villages, (or 11% of the total) do not have any public school facilities of any kind at any level. Most of these deprived villages are found in the Hebron and Bethlehem districts. In spite of the fact that education is compulsory by law for nine years including the primary and preparatory levels, out of the 338 villages that have schools there were 135 villages that had only primary level schools [21].

Rented school facilities and maintenance

2.34 Not all school buildings have been specially constructed to be used for educational purposes. In the West Bank, there are 1 771 rented classrooms in the public schools (18.3% of total of 9 677 classrooms) [21]. All rented facilities are not suitable for educational purposes. Their size is small, being originally part of an old residential building. A great number of them have bad lighting and ventilation system. Many of these buildings are about to fall down. They have cracked ceilings and walls which leak in winter time. Most of the rented classrooms do not have electricity and are not attached to the drinking water network system. These schools depend for their drinking water on wells or reservoirs.

2.35 It should be mentioned that all of the public school buildings, both the owned and the rented, are rarely maintained due to the fact that nothing is allocated for maintenance purposes. To this should be added the fact that in winter time practically all school premises are left without any system of heating (central heating is not found in any of the school buildings).

Specialized facilities and utilities

2.36 The situation regarding the specialized facilities like the libraries, laboratories, and school utilities, like the toilet units, and

the health services is bad. According to data of 1985/86, out of the 822 public school buildings in the West Bank, only 222 have a library room. If the primary schools are excluded (which do not have library facilities in general, although big ones should have a library), then the result would be that 50% of the preparatory and secondary schools do not have their own library facilities. Having a library facility does not mean that there are enough books inside them. Some of the libraries are empty and others do not have enough furniture, and what is available is either old or broken. Also, the available books are in very bad condition due to the fact that not enough care was given to them.

Science teaching and laboratories

2.37 It has been found that 75.2% of the public schools in the West Bank do not have science laboratories. If the primary schools are excluded, there would be 35.4% of the preparatory and secondary schools that do not have science laboratories. Having a physical facility designated as a laboratory does not mean that such a facility is properly equipped and is provided with the necessary materials and chemicals. Since 1967 science laboratories have been suffering more than others. Most science laboratory chemicals have been confiscated (21). New chemicals have not been supplied at all to the schools. Also, there was no replacement of laboratory equipment. In summary, what is left at present of science laboratories does not serve the educational objectives of science teaching. Science teaching in the Occupied Territories has developped into being a purely theoretical learning experience. Due to the lack of laboratory facilities periods allotted for science practical learning have been reallocated for classroom theory learning. To this should be added the shortage of well trained science teachers who can utilize the laboratories. In general this is one of the reasons why the number of students enrolled in science streams has been continuously decreasing.

Utilities, furniture and teaching aids

2.38 All Government schools in the West Bank as well as in Gaza Strip lack the proper public common utilities that are necessary for the proper functioning of a school. Also the majority of the schools do not have playgrounds as well as school walls and fences. Schools in rural areas suffer more in this respect than schools in urban areas. It should be added that most schools do not have enough furniture, and what they do have is gradually deteriorating due to the lack of maintenance. To this should be added the shortage or absence of the audio-visual aids and materials that are necessary for any effective learning activity.

Multi-grade and double shift schools

2.39 The practice of having multi-grade classes, or schools is common in the Occupied Territories. It is more common in Government schools especially at the primary level. In 1986/87, there are 387 schools with multi-grade classrooms in the West Bank. Out of this total 345 (89%) are at the primary level. Most of these multi-grade schools (except 8) are Government primary schools (21).

2.40 The system of running the schools on a double shift basis has started to spead recently in the Occupied Territories due to the lack of new physical facilities (schools) to accommodate the annual growth of enrolment at the three levels of education. In 1986/87 there are 13 public schools (out of 823 schools) that are run on a double shift basis in the West Bank. The practice of double shift schools is more common in Gaza Strip than in the West Bank. 37% of the total number of public schools are run on a double shift basis (31 out of 84 schools). Out of these 31 double shift public schools, 19 schools are at the praparatory and secondary levels and 12 schools are at the primary level (21).

Class-size by agency

2.41 Class-size data for the year 1987/88 are available by level and by

agency for both the West Bank and Gaza Strip [8]. Class-size in Gaza schools for the three agencies are bigger than those of the West Bank schools.

Class-size 1987/88

		Govt	UNRWA	Private	Total
West Bank	Primary	35.2	35.4	29.6	34.7
	Preparatory	33.4	32.2	26.2	32.7
	Secondary	32.6	-	20.4	30.3
Gaza Strip	Primary	41.1	45.7	28.8	43.5
	Preparatory	40.3	45.8	36.0	43.5
	Secondary	39.5	-	38.4	39.4

Teachers in the West Bank and Gaza Strip

2.42 After the Israeli occupation of the West Bank and Gaza Strip, the teachers (and all the other categories of administrative and servicing personnel) who were employed in both territories by the Jordanian and Egyptian Governments before 1967 continued to be in service within the education system. The Jordanian authorities continued to pay salaries of the civil servants including teachers after 1967. In the early seventies, Jordan stopped to pay salaries for the civil servants of the West Bank for 32 months. After that Jordan resumed to pay the salaries (the basic salary) up to August 1988 when Jordan decided to put on retirement all civil servants, employed before 1967, including teachers. It should be mentioned here that after Israeli occupation of 1967, the occupation authorities, which in turn became responsible for the administration and the finance of education in the West Bank and Gaza Strip, started to appoint teachers in Government schools, and to pay monthly salaries for all teachers working in Government schools including those appointed before 1967. As a result of these developments there were two categories of teachers in Government schools :

those who received two salaries one from Jordan and the other from Israel (up to August 1988) and those who received one salary only, from Israel.

2.43 As for teachers of Government schools in Gaza Strip, the Egyptian Government stopped to pay their salaries after the occupation of 1967. Thus those teachers were receiving salaries only from Israel.

2.44 With the passing of time, the number of teachers appointed by the Israeli occupation authorities started to grow, and the number of teachers appointed before occupation started to be smaller and smaller. Thus in 1983, out of the total of 8 300 teachers in Government schools in the West Bank, only 1 660 (including administrators) were receiving salaries from Jordan and Israel (20%).

2.45 It is difficult to analyse the situation concerning the qualification of teachers in the Occupied Territories at the primary, primary, preparatory and secondary levels. Available data refer only to one agency, say the Government, and with no distinction between the teachers of the three levels. Also, each of these data refer to various academic years. Data on UNRWA teachers are the most useful because they refer to the teachers of the primary and preparatory levels. It should be stated that the official qualification required for a teacher of the primary and preparatory levels (the compulsory cycle) is the community college diploma (two years after secondary education). As for the secondary school teachers, the minimum required qualification is the B.A. degree.

2.46 Data on teachers of Government schools in the West Bank (data refer to the three levels together) show that only 4.8% of the teachers are with secondary education or less (in 1985/86), while those with diploma constituted 67% and those with university degrees, 28.2% [21]. The situation of Government schools in Gaza indicates that there are a lot of teachers with only secondary education background (30.4%). The situation in UNRWA schools in the West Bank reveals the fact that the teachers with secondary education only constitute 15% while the rest have either community college diplomas (69.4%) or a university degree (15.7%). As a general conclusion, it could be said that the situation in Gaza, as far as

the teachers' qualification is concerned, shows that a lot should be done in the field of in-service and pre-service training of teachers in the Government schools. The same thing could be said concerning the teachers of UNRWA schools where still 15% of the teachers are of the secondary education background.

Teachers qualifications

	West Bank Public 1985/86	West Bank UNRWA 1986/87	Gaza Strip Public 1980/81
Secondary ed.	379 (4.8%)	195 (14.9%)	624 (30.4%)
Diploma	5 195 (67.0%)	906 (69.4%)	823 (40.0%)
B.A.	2 195 (28.2%)	205 (15.7%)	607 (29.6%)
Total	7 769 (100.0%)	1 306 (100.0%)	2 054 (100.0%)

2.47 The teacher/pupil ratio in the Occupied Territories differs depending on levels, agencies and territories. In general the ratios for all levels and agencies are better in the West Bank schools than in the Gaza Strip schools. For example, at the primary level the teacher/pupil ratio is very high for Gaza schools, being 41.1% in the Government schools and 42.7 in the UNRWA schools [21]. The situation in the West Bank is much better for all agencies and at all levels than that of Gaza as the following table shows :

Teacher/pupil ratio
1987/88

	Public		UNRWA		Private		Total	
	W.Bank	Gaza	W.Bank	Gaza	W.Bank	Gaza	W.Bank	Gaza
Primary	36.8	41.1	35.4	42.7	29.7	28.9	35.3	41.9
Preparatory	24.4	28.8	27.4	28.7	14.3	36.0	23.7	28.8
Secondary	16.5	26.3	-	-	11.9	38.9	15.8	26.9

The curriculum and prescribed textbooks

2.48 The weekly study programme and the prescribed textbooks of the primary, praparatory and general secondary schools in the West Bank are organized in accordance with the curriculum which has its origins in the Jordanian curriculum. The curriculum in Gaza Strip is influenced by that of Egypt.

2.49 At the primary level, lower primary grades have 24 periods and upper primary grades have 26 periods per week. In the upper grades Arabic and Islamic religion has 9 periods, mathematics and science 8, English 6, social studies 2, arts 1, crafts 2 and physical education 1. At the preparatory level students get 30 periods weekly with 10 periods for Arabic and Islamic religion, 6 for English, 8 for science and mathematics, and the remaining 6 for social studies, arts, crafts and physical education. Both levels, the primary and the preparatory make up the compulsory cycle of education.

2.50 At the general secondary level, students get a common curriculum of 36 periods weekly. At grades 11 and 12 students get streamed into two sections, the literary and the scientific.

2.51 The most common problem of the curriculum is the way it is taught to the children. The teaching methods are still traditional in the sense that they are teacher centered and emphasize memorising facts and information rather than problem solving and critical thinking. This is due to two main reasons. The first is the deficient methods of teaching in community colleges where the practical aspect and practice teaching are neglected. The second is the lack of simple and basic teaching materials and aids. It should be reiterated that there is not yet a Palestinian curriculum. The need for the design and development of a Palestinian curriculum is of a high priority.

Problems issues and needs

1. Pre-service and in-service training of teachers

2.52 One of the most important problem at the pre-university general education level is concerning the deteriorating quality of education due to several factors. One of these factors is related to the teachers and their performance and their teaching methods. There is at present a number of teachers who are not qualified. More important is the fact that no systematic programmes of in-service training of teachers have been carried out. This is reflected in the poor quality education being provided to school children. Therefore, there is the need to plan and improve pre-service teacher training at the community college level for the primary and preparatory levels and at the universities for the secondary level. A ten year plan for the demand and supply of teachers should be prepared and in the light of which teacher education could be planned. At present pre-service teacher training should be improved and expanded to meet teacher requirement for medium term purposes. Also, a five or ten year plan, well phased and decentralized, should be prepared for the in-service training of teachers especially in the fields of science and mathematics teaching as well as in languages, Arabic and English.

2. Physical facilities construction and maintenance

2.53 The discussion so far demonstrated that due to the lack of financial allocations for maintenance and construction of schools, the physical conditions of school buildings are worsening. Owned public school buildings are becoming more and more less suitable for educational purposes. The discussion has shown that there are a number of villages that do not have primary schools. Also, there is a considerable number of rented schools. There are also many schools that are either without toilets or with insufficient toilet facilities. There is also a number of schools that are run on a double shift basis. Therefore, there is an urgent need for the rehabilitation of school buildings specially at the primary level and a school construction programme especially in the non-urban areas in the West Bank and Gaza Strip.

3. Palestinian cultural identity and the curriculum

2.54 One of the main pressing problems facing education in the Occupied Territories is in the field of relevance of the contents of education to the Palestinian cultural identity. There is the need to design and develop a curriculum which will contribute more effectively towards the realization of Palestinian cultural identity and meet the needs of social and economic development. Related to curriculum is the problem of the shortage of textbooks available to every learning Palestinian child. In this respect, a more dangerous problem is the deteriorating level of the teaching of science at the preparatory and secondary levels due to the lack of laboratory facilities and equipment and the insufficient training of science teachers. Therefore there is the need, of a long-term nature to develop a curriculum which would emphasize the teaching of science, technology and communication skills as well as preserving the cultural identity of the Palestinian people. Palestinian professionals in this field need to be trained, and the required institutional set-up for curriculum development should be established. Printing and publication capacity and capabilities should be developed so that the required textbooks could be printed and made available for Palestinian children. The minimum amount of teaching/learning aids should be made available in every primary, preparatory and secondary schools. Lastly science teachers should be trained in the utilization of science laboratory facilities.

4. The internal efficiency of the system

2.55 As this discussion has pointed out, the objective of universal primary education as well as compulsory education including the preparatory level of education have not yet been achieved. It seems there is a considerable amount of wastage within the system leading to low level of internal efficiency of the education system. There are not enough data to undertake a full analysis of the internal efficiency aspect of the education system in the Occupied Territories. However, available data indicate that the objective of compulsory education at the primary and preparatory levels has not yet been achieved.

CHAPTER THREE

Ten-year perspective of education needs

Pre-University Education

3.01 This chapter is concerning the projections of needs at the primary, preparatory and secondary levels for classes, schools and teachers in the West Bank and Gaza Strip together. In the absence of reliable demographic data on the one hand, and the absence of information concerning the internal flow rates in the school systems, projections have been carried out on the basis of a rough estimate of past trends of enrolment growth. The assumptions according to which projections have been carried out are mentioned as notes in each of the relevant three tables attached to this chapter.

3.02 Projections have been carried out till the year 2000. By the target year, 1999/2000, compulsory school age children (primary level of the age group 6-11 years and the preparatory level of the age group 12-14 years) would be all attending primary and preparatory schools. In other words, universal primary and preparatory education would be achieved by the year 2000. On the other hand, 50% of the secondary school age population would be attending secondary education by the year 2000.

3.03 Population in the West Bank and Gaza Strip is estimated to be 2 538 300 in the year 2000 (1 629 400 for the West Bank including the population of East Jerusalem, and 908 900 for Gaza Strip [5]). The following is a table showing the relevant school age population for each level of education, enrolment in each level, and the relevant enrolment ratio in the year 2000, the target year, for each level. It should be noted that the percentage of the primary level school age population is taken as 18% of total population. The rate for the preparatory school age population is 8.5% and the rate for the secondary school age population is 7.0%.

Enrolment ratio in the year 2000

	School age population	Enrolment year 2000	Enrolment ratio
Primary level	456 894	450 519	98.6%
Preparatory level	215 755	209 028	96.4%
Secondary level	177 681	96 743	54.4%

Number of schools needed in ten years

3.04 In the coming ten years, starting from 1990/91, the West Bank and Gaza Strip would need additional :

1. 274 primary schools (12 classrooms each)
2. 256 preparatory schools (9 classrooms each)
3. 110 secondary schools (9 classrooms each).

Stock of teachers in the year 2000

3.05 At the end of the target year 2000, the stock of teachers will be :

1. 12 062 primary level (8 561 teachers in 1987/88)
2. 8 285 preparatory level (4 613 teachers in 1987/88)
3. 5 375 secondary level (3 346 teachers in 1987/88).

3.06 In total, there would be 25 722 teachers in the target year 1999/2000, while they are 16 520 in 1987/88.

Average annual training needs of teachers

3.07 Teacher training needs would include not only the natural annual increase but also the needs for additional teachers to replace the retired, transferred or deceased. The following is the average annual need for teachers according to which teacher training facilities should be planned.

1. primary level 670 new trained teachers annually
2. preparatory level 545 new trained teachers annually
3. secondary level 327 new trained teachers annually.

Projection of enrolment, classes, schools and teachers for the primary level
West Bank and Gaza Strip
1987/88-1999-2000

	Enrolment	Annual Enrolment Growth	Annual need of classes	Annual need of primary school	Stock of teachers	Net annual growth of teachers	Annual replacement of teachers	Annual need of teachers
1987/88	315 985	-	-	-	8 561	-	-	-
1988/89	325 465	9 480	271	22	8 713	151	300	450
1989/90	335 229	9 764	279	23	8 978	266	305	571
1990/91	345 286	10 057	289	24	9 245	267	314	581
1991/92	355 645	10 359	296	25	9 522	277	324	600
1992/93	366 314	10 669	305	25	9 808	286	333	619
1993/94	377 303	10 989	314	26	10 102	294	343	637
1994/95	388 622	11 319	324	27	10 405	303	354	657
1995/96	400 280	11 658	333	28	10 717	312	364	676
1996/97	412 288	12 008	343	29	11 039	322	375	697
1997/98	424 657	12 369	353	29	11 370	331	386	717
1998/99	437 397	12 740	364	30	11 711	341	398	739
1999/ 2000	450 519	13 122	375	31	12 062	351	410	761

Notes :

1. Annual enrolment growth of 3%
2. Class size is 35 pupils
3. Every primary school is composed of 12 classrooms plus one room for administration and another for the staff
4. Stock of teachers is the net result of enrolment divided by the teacher/pupil ratio of 37.35.
5. Annual replacement rate of teacher is 3.5% of the annual stock of teachers.

Projections of enrolment, classes, schools and teachers for the preparatory level, West Bank and Gaza Strip
1987/88-1999/2000

	Enrolment	Annual Enrolment Growth	Annual need of classes	Annual need of prep. school	Stock of teachers	Net annual growth of teachers	Annual replacement of teachers	Annual need of teachers
1987/88	116 394	-	-	-	4 613	-	-	-
1988/89	122 214	5 820	166	18	4 844	231	161	393
1989/90	128 325	6 111	175	19	5 086	242	170	411
1990/91	134 741	6 416	183	20	5 340	254	178	432
1991/92	141 478	6 737	192	21	5 607	267	187	454
1992/93	148 552	7 074	202	22	5 888	281	196	477
1993/94	155 980	7 428	212	24	6 182	294	206	500
1994/95	163 779	7 799	223	25	6 491	309	216	525
1995/96	171 968	8 189	234	26	6 816	325	227	552
1996/97	180 566	8 598	246	27	7 157	341	239	580
1997/98	189 594	9 028	258	29	7 514	357	250	607
1998/99	199 074	9 480	271	30	7 890	376	263	639
1999/2000	209 028	9 954	285	32	8 285	395	276	671

Notes :

1. Annual enrolment growth of 5%
2. Class size is 35 pupils
3. Every preparatory school is composed of 9 classrooms, 1 general science laboratory, 1 staffroom, 1 office
4. Stock of teachers is the net result of enrolment divided by the teacher/pupil ratio of 25.231.
5. Annual replacement rate of teachers is 3.5% of the annual stock of teachers.

Projection of enrolment classes, schools and teachers
for the secondary level, West Bank and Gaza Strip
1987/88-1999/2000

	Enrolment	Annual Enrolment Growth	Annual need of classes	Annual need of second. school	Stock of teachers	Net annual growth of teachers	Annual replacement of teachers	Annual need of teachers
1987/88	60 424	-	-	-	3 346	-	-	-
1988/89	62 841	2 417	76	8	3 491	145	117	262
1989/90	65 355	2 514	79	9	3 630	139	122	262
1990/91	67 969	2 614	82	9	3 776	146	127	273
1991/92	70 688	2 719	85	10	3 927	151	132	283
1992/93	73 516	2 828	88	10	4 084	157	137	294
1993/94	76 457	2 941	92	10	4 248	164	143	307
1994/95	79 515	3 058	96	11	4 418	170	149	319
1995/96	82 696	3 181	99	11	4 594	176	155	331
1996/97	86 004	3 308	103	11	4 778	184	161	345
1997/98	89 444	3 440	108	12	4 969	191	167	358
1998/99	93 022	3 578	112	13	5 168	199	174	373
1999/ 2000	96 743	3 721	116	13	5 375	207	181	388

Notes :

1. Annual enrolment growth of 4%
2. Class size is 32 students
3. Every secondary school is composed of 9 classerooms, 1 library, 1 general science laboratory plus a specialized laboratory if the school is scientific, one staffroom and office/administration
4. Stock of teachers is the net result of enrolment divided by the teacher/pupil ratio of 18
5. Annual replacement rate of teacher is 3.5% of the annual stock of teachers.

CHAPTER FOUR

Pre-University vocational and non-formal Education

4.01 In this chapter all kinds of pre-university educational activities outside general education will be presented. First the vocational secondary schools will be analysed. Then the vocational training centres followed by the non-formal educational activities including literacy classes for adults and the cultural/vocational centres will be analysed. At the end, the education of the retarded and the handicapped will be presented.

I

Vocational Secondary Schools

Organization, types, enrolment and teaching staff

4.02 Secondary vocational schools in the Occupied Territories are post compulsory educational institutions (after nine years of education) with a duration of three years. They are of three types : the industrial (of which 4 are Government controlled), the commercial (of which two are Government controlled) and the agricultural (two are Government controlled).

4.03 Total enrolment in all vocational schools is 2 271 in 1986/87. The majority of students (74.8%) are enrolled in industrial schools, the commercial has 18.3% and the agricultural 6.9%. No girls are enrolled in either the industrial or the agricultural schools, while girls constitute 70% of the total enrolment in the commercial schools. Total enrolment in vocational schools represents 5% of the total enrolment in the secondary education in the West Bank and 1.7% in Gaza Strip.

4.04 The total number of vocational secondary schools is 14. Out of these, 8 are Government schools and 6 are private. 9 of these schools are

located in Jerusalem area, 2 in Nablus, 1 in Hebron and 2 in Gaza. There are some major towns that are deprived of such schools such as Jenin, Toulkarem, Khan-Unus and Rafah. The majority of the vocational schools were established before 1967 (75% of Government schools and 100% of private schools).

4.05 Most secondary industrial schools offer six fields of specialization, namely : general electricity, carpentry, metal work and welding, auto-mechanics, drilling and radio and television. Some industrial schools provide training in three other fields, namely : upholstry and decoration, central heating and plumbing and agricultural mechanics. Commercial secondary schools provide training in accountancy, book-keeping, secretarial work, typing etc.

4.06 According to 1985/86 data, 55% of the total 361 teachers are B.A. degree holders, and few have M.A. degrees. This first category of teachers are mostly teaching the theoretical part of the curriculum. As for instructors charged with practical workshop training, they are either holders of post-secondary diploma or just secondary education certificate. Commercial schools have higher rate of teachers holding university degrees (91%) than others. Furthermore, in general, Government schools teaching staff are better qualified than the private schools.

4.07 All industrial secondary schools premises (4 Government and 5 private) are owned. All these industrial schools have large sites and have the possibility of expansion in the future. As for the 3 commercial schools, the premises of the 2 Government schools are owned while the private one is rented. As for the two agricultural secondary schools both are Government institutions and their physical facilities are owned. Both are built on a large piece of land and thus there is the possibility for future expansion [3].

4.08 Government industrial schools charge tuition fees, while out of the five private industrial schools, 3 charge tuition fees. The two commercial Government schools do not charge fees, while the private commercial school charges fees. As for the two agricultural schools, one charges fees, while the other does not.

Major problems and needs

1. Low demand for vocational secondary schools

4.09 Several of the vocational secondary schools are under-utilized due to the fact that students finishing compulsory nine years education prefer to continue their education in the general secondary school so that they will be able to continue their higher education. The two agricultural secondary schools suffer more than the others in this respect. There is the need to revitalize all, especially the agricultural schools. All the three types of vocational schools, the industrial, the agricultural and the commercial need to revise and improve their curriculum so that there would be flexibility in the duration of training and the target groups to be trained.

2. Imbalanced geographical distribution

4.10 Most vocational secondary schools are concentrated in Jerusalem area. Therefore, there is the need to have balanced distribution of such schools. Major towns such as Toulkarem, Jenin, Khan-Unus and Rafah are deprived areas in this respect. There is the need to provide new vocational secondary schools in some of these localities.

3. Shortage of equipment and training materials

4.11 All industrial, commercial and agricultural secondary schools have enough physical facilities (teaching and non-teaching accommodations), but all lack equipment and furniture in their workshops and laboratories. They lack books in their libraries. They lack teaching/training textbooks. Therefore, there is the need to provide equipment, furniture, teaching aids and textbooks.

4. Lack of staff training arrangements

4.12 Perhaps, the most pressing problems is the fact that the teaching

staff have not been provided with in-service upgrading training opportunities. Therefore, there is the need to organize a staff training programme to be carried out inside the territories and abroad.

II

Vocational training centres

Organization, enrolment and agencies

4.13 Vocational training centres are a formal type of post compulsory education which lasts as a general rule for two years.' Some vocational centres accept candidates with less than compulsory education and provide one year, or less, accelerated training. Total enrolment (1984/85) was 3 909, of whom 60% were enrolled in Government centres, 25% in UNRWA centres and 16% in private centres [(3)].

4.14 Fields of specialization cover about 18 trades. With the exception of tailoring given for boys and girls, all other trades are offered for boys only. Each field of specialization has a satisfactory number of trainees. It is assumed that vocational training centres could supply the market annually with 2 000 skilled or semi-skilled workers. All trades listed below and given in the centres are outside the agricultural and servicing sectors :

1. Building trades
2. Plumbing
3. Carpentry
4. Metal work/welding
5. Machining
6. Secretarial work
7. Mechanical drawing
8. General electricity
9. Radio and television
10. Auto-mechanics
11. Car body
12. Auto-electricity
13. Tailoring
14. Hair dressing
15. Youth rehabilitation
16. Air-conditioning/refrigeration
17. Diesel mechanics
18. Foundry.

4.15 There are 13 Government vocational centres (1 in Nablus, 3 in Jerusalem, 5 in Hebron and 4 in Gaza). These centres play a role in reducing the volume of unemployment. All the Government centres were established after 1969. Admission is open to anybody with any educational background. Training is for one year and is provided free for all. The programme of training is limited to the practical aspects only.

4.16 UNRWA has three vocational centres all established in the early 1950's. One is located in Jerusalem District and the other two in Gaza. The admission requirement is compulsory education and the duration of training is two years. Training is free. All trades offered are non-agricultural and non-service.

4.17 All private vocational centres are philanthropic in nature. There are six private centres, three of which belong to Christian Missions. All of the private centres were established before Occupation of 1967. All are located in Jerusalem and Gaza Districts. The curriculum provides the practical training only. Three of the private centres charge tuition fees. The duration of training is between 1 to 3 years. Sometimes the centres provide training for six months only or even less. One third of enrolment is composed of girls.

Major problems and needs

1. Admission requirement and compulsory education

4.18 The first problem is related to admission requirements, which is less than compulsory education. It encourages a number of students to drop out from the preparatory school to join these centres.

2. The nature of the curriculum

4.19 The second problem is related to the curriculum of the centres which is purely practical. There is the need to add some general education component.

III

Literacy and adult education

Role of private efforts and number of participants

4.20 Palestinian voluntary and women associations have established a substitute system of adult education to replace the system which was part of the functions of the Education Department abolished by the Occupation Authorities. A Popular Higher Committee for Literacy and Adult Education was established to be responsible for all activities in literacy and adult education.

4.21 Illiteracy rate amongst women aged 15-45 years was 20.2% (47 329 out of 234 800). Total illiteracy (amongst men and women aged 15-45) was 9.3% (55 154 out of 596 200) in the West Bank. No data are available for illiteracy in the Gaza Strip. So far 50 670 adults have benefited from literacy centres. In 1986/87, there were 129 literacy centres with 2 451 participants (15).

Major problems and needs

1. The need for financial support

4.22 Since the abolition of the Adult Education Section in the Department of Education, no help at all was offered to support the literacy programmes. There is the need for financial and technical support to help the Higher Committee of Adult Education to accelerate its efforts in this field.

2. The need for income generating training

4.23 There is an increasing demand for adult literacy classes, yet there are not enough facilities. There is also the need to increase the number of the literacy classes and to make them provide basic vocational income generating marketable skills specially for women.

IV

The non-formal vocational and cultural centres

Organization, enrolment and trades offered

4.24 There are non-formal educational institutions owned and run by private individuals. They are run on commercial and profit making basis. Employed or unemployed adults join these centres so as to acquire some specific skills, develop certain capabilities in their field of work or just gain some more general knowledge. All centres charge fees the amount of which depends on the duration and the nature of training. There are 58 cultural centres in 1985/86, out of which 16 were established before occupation in 1967. 55 out of the 58 centres are in rented facilities. More than half of the centres are located in Nablus, Gaza and Ramallah. According to March 1986 data, there were 2 586 participants, of whom 1 704 were males (66%). The average enrolment per centre is 45, the lowest is 10 and the highest is 110.

4.25 Courses offered cover foreign languages, such as English, French and Hebrew, commercial trades such as secretarial work, accountancy, book-keeping, computer science and word processing, all fields of engineering -architectural, electrical, mechanical and electronics- female trades such as hair-dressing and dress-making, hotel management, para-medical trades and fine arts such as music, drama and painting.

Major problems and needs

4.26 The number of centres is big and competition among them is severe. There is un-utilized capacity, duplication of functions and the difficulty of introducing new subjects. They also suffer from lack of equipment, teaching materials and from excessive taxes. There is not much supervision of the standards of their training.

The education of the handicapped and the retarded

Institutions and agencies and number of handicapped

4.27 There are 5 institutions taking care of the deaf, 7 institutions for the blind, 12 institutions for the mentally retarded and 6 institutions taking care of the physically handicapped. There are also seven institutions taking care of persons who have multiple handicaps. The total number of institutions is 37.

4.28 The Palestinian private voluntary sector comes first in its efforts in the rehabilitation and taking care of the handicapped and retarded in the Occupied Territories. The total number of private institutions is 27. Then comes next the foreign voluntary sector which has nine institutions. Last comes the public or Government sector which has only one institution.

4.29 The total number of handicapped and retarded persons taken care of in 1986/87 is 2 248. It is estimated that the expected number of mentally and physically retarded and handicapped is 29 700 persons, the known cases are 16 869 and the dealt with cases are 2 248, or 13.3% of the estimated total.

4.30 The number of personnel is as follows : (1) administrative 106 (2) teaching/technical 243 and (3) servicing 123, or a total of 472 employees.

Major problems and needs

1. Lack of expertise

4.31 The most important problem is the shortage of trained and technical personnel in all fields. Therefore, there is the need to organize and conduct staff training courses and for all personnel. There is also the need to introduce courses concerning the mentally retarded and the physically handicapped in some selected universities in the Occupied Territories.

2. Lack of community understanding

4.32 There is the lack of understanding by the community. Community understanding is a necessary condition for the success of any programme in this field. Therefore there is the need to distribute leaflets in the community to sensitize the people to the problems of the retarded and the handicapped.

3. Lack of facilities and equipment

4.33 There is the problem of the deteriorating condition of physical facilities and equipment. Thus there is the need for equipment and maintenance work. There is also the need to expand the existing facilities and to add more means of transport.

CHAPTER FIVE

Community Colleges and Middle Level Manpower Training

5.01 Community Colleges make up with the universities the system of higher education in the Occupied Territories. In terms of policy and practice, they are similar to those found in Jordan. Universities aim at meeting the high level professional manpower requirements, while community colleges aim at meeting the middle level sub-professional (technician) manpower requirements. Community colleges in Jordan started to be established and flourished in the late sixties and in the early seventies. Community colleges in the Occupied Territories have similar admission requirements, duration of studies and the credit hours system as those found in community colleges in Jordan. Students are admitted to these colleges after the successful completion of secondary education. All community colleges have two years duration after which the graduate is awarded the Diploma.

Origins, Enrolment and Location

5.02 Community colleges in the Occupied Territories belong to various agencies : the Government, UNRWA, the private sector and charitable organizations. The last category consists inter alia of religious societies and the Department of Islamic Endowments. All Government colleges have been established before the Israeli occupation. The same case is that of the UNRWA colleges, while all private community colleges were established after 1967. The private philanthropic organizations community colleges accommodate 33.4% of total enrolment. There were in 1986/1987 in the Occupied Territories 17 community colleges. Their distribution by agencies is as follows :

Agency	no. of colleges	Enrolment	%
Government	5	1 500	22.9
Charitable Organizations	6	2 189	33.4
UNRWA	3	1 102	16.8
Private Sector	3	1 755	26.9
Total	17	6 546	100.0

Source : Annex Table 3

5.03 The establishement of community colleges especially after occupation, has not been carried out according to a plan concerning middle level manpower needs and the related contents, the fields of specialization, and the geographical location of each college.

5.04 All UNRWA community colleges, one Government and one private college are located in or nearby the town of Ramallah (nearby Jerusalem). Also, two Islamic Endowment community colleges and a private college are located in Jerusalem itself. A Christian Mission Community College is located in Bethlehem. There are two colleges in each of Nablus and Gaza. It is evident that the majority of colleges are geographically located in and around Jerusalem (including Ramallah). The northern part of the West Bank in addition to Hebron and Gaza are more or less disadvantaged in terms of the distribution of community colleges.

5.05 The situation regarding the utilization of student places available in the community colleges is different from the colleges of one agency to others. Government colleges are overcrowded specially the Girls Community College in Ramallah where the maximum capacity is 300 places while actual enrolment is 440. The UNRWA colleges are under utilized specially the Kalandia Community College where the maximum capacity is 480 places and actual enrolment is 141. In the philanthropic community colleges the utilization of available student places seems satisfactory. The private community colleges are under utilized where the total available student places are 4 000 and actual enrolment is 1 755. In total, there is an excess of 2 700 student places [22]. The excess in places could be nominal because private colleges over-state their capacity at the time of application for licence.

Enrolment capacity of
community colleges 1986/87

	capacity	actual enrolment	% utilization
Government colleges	1 346	1 500	111.4
UNRWA colleges	1 530	1 102	72.0
Philanthropic colleges	2 370	2 189	92.4
Private colleges	4 000	1 750	43.8
Total	9 246	6 546	70.8

5.06 There is an over-all deficit of 5 751 student places in higher institutions in the Occupied Territories (see para 6.36) and at the same time, there is a surplus of 2 700 student places in community colleges. These two contradictory findings can be explained by the fact that students in deficit areas cannot apply to be enrolled in surplus areas because of the precarious situation created by Occupation. Gaza students cannot apply to community colleges in Jerusalem (a surplus area) district. Even if registration is permitted, under Occupation it is difficult and risky to pursue community college education in an institution located away from one's home residence. Moreover, the surplus capacity in student places in the private community colleges are found mostly in rented physical facilities and have neither the proper specialized facilities nor the teaching staff of the required standard.

Specializations in community colleges

5.07 Community colleges offer specializations in four major fields, namely (1) health (2) commercial/administrative/social fields (3) technical, and (4) teacher training :

Health area

5.08 Health specializations : it should be pointed out that health specializations are found in some of the community colleges as well as in the health centres. The latter are also post-secondary training institutions and the duration of study is two years. In 1985/1986, there were 9 health centres, 6 of which are private and 3 are Government centres. Most of these health centres have been established after occupation. Enrolment in health centres was 794 (in 1985/86) with two third being boys and one third girls [3].

5.09 There are 6 specializations in the health field in community colleges and health centres, such as nursing, midwifery, general hygiene and public health. Enrolment in the field of nursing accounts for 56% of the total. Most of these health centres are attached to an operating hospital and are managed and operated by philanthropic societies. Enrolment-wise, only 3.7% of total enrolment in community colleges are in

the health specialization, not taking into consideration enrolment in health centres. According to data of 1985/1986, the 202 students of the community colleges were enrolled as follows :

Field	M	F	T
1. pharmacy and laboratory tech.	117	4	121
2. para-medical fields	34	47	81
Total	151	51	202

Commercial fields

5.10 There are nine fields of specializations in the commercial/administrative and social studies areas. Government community colleges do not offer any of these fields. It is only the private and philanthropic colleges which offer them, and to a lesser degree the UNRWA community colleges. 12.6% of the total community college enrolment are in commercial/administrative/social fields. About 45% of the total enrolment are girls. The following table shows the distribution of enrolment :

Field	M	F	T
1. Computer science	191	92	283
2. Commerce and administration	430	190	620
3. Accountancy	133	39	172
4. Secretarial work	22	139	161
5. Banking	43	17	60
6. Journalism-communication	34	8	42
7. Translation	3	32	61
8. Library science	14	47	31
9. Nutrition	-	31	31
Total	870	595	1 465

5.11 If the 113 female students specializing in dressmaking and drama in Gaza UNRWA community colleges are added then the total enrolment would be :

	870	595	1 465
	____	113	113
Total	870	708	1 578

The technical training field

5.12 The technical fields are only given by three private community colleges. One of these colleges is in Hebron, which provides training in six technical fields. Another college is in Nablus and the third one is in Ramallah. The latter two provide training in one field only. The participation of girls is low (3.3%) as the following table demonstrates :

Field	M	F	T
1. Civil engineering	182	-	182
2. Architecture	196	17	213
3. Mechanical engineering	130	-	130
4. Electrical engineering	108	-	108
5. Agricultural mechanics	22	-	22
6. Pottery and coloured glass work	33	6	39
Total	671	23	694
%	96.7	3.3	100.0

The teacher training field

5.13 Most of the well established community colleges, specially those of the public sector and UNRWA were originally called teacher training institutes and had the function of training teachers for the compulsory cycle, (the primary and preparatory levels). Later on, all of them were called community colleges. Government colleges continued to be mainly for the training of teachers, while only private and philanthropic community colleges provide technical, commercial and health courses, in addition to teacher training. Total enrolment in the teacher training section is 3 033 (in 1985/86), with 60% of enrolment composed of girls. The five Government

community colleges train 50% of total enrolment, UNRWA 21% and private colleges 29%. The following table shows the distribution of enrolment in the teacher training specialization according to agencies :

Agency	Enrolment		
	M	F	Total
1. Government	591	888	1.479
2. Philanthropic	141	325	466
3. UNRWA	297	326	623
4. Private	158	307	465
Total	1 187	1 846	3 033

Development of enrolment and sources of finance

5.14 The community colleges without the health centres had an enrolment of 5 506 in 1985/86. In 1986/87, enrolment in community colleges became 6 546, with an increase of 18.8% in one year. However, the available data of 1986/87 do not have details as those of 1985/86. For this reason, most of the analysis is based on the 1985/86 data [3]. The following table gives a summary of enrolment, in community colleges and in health centres, according to major fields of specialization. The table shows that almost half of the enrolment is in the teacher training field.

Field	Enrolment			
	M	F	T	%
1. Health fields	634	362	996	15.8
in Community colleges	(151)	(51)	(202)	
in Health centres	(483)	(311)	(794)	
2. Commerce/administration	870	707	1 577	25.0
3. Technical fields	671	23	694	11.0
4. Teacher training	1 846	1 187	3 033	48.2
Total	4 021	2 279	6 300	100.0

Without health centres (5 506).

5.15 The source of finance of community colleges (and health centres) varies from one agency to another.

1. The main source of finance of Goverment community colleges and health centres is the government itself (the occupation authorities). Their second source of finance is the tuition fees plus the boarding section fees. 75% of community colleges and 33% of health centres of the Government agency charge fees.

2. The source of finance of colleges belonging to the Department of Islamic Endowments is the Department itself. However, 33% of these colleges charge fees.

3. The source of finance of UNRWA community colleges is only UNRWA. These colleges do not charge fees at all.

4. Private community colleges cover all their costs from fees charged from students. Private health centres main source of finance is donations and the budget of the hospital to which they are attached.

Physical and other facilities

5.16 The physical facilities of the community colleges belonging to all agencies are in a deteriorating condition due to the lack of systematic maintenance work and renovation. In case of community colleges, the condition of rented facilites are worse than the owned ones. It should be pointed out that all Government community colleges (4 out of 16) physical facilities and half of the others are owned. The rest are rented. As for Health centres, 8 out of the 9 are in owned facilities, (5 of the 9 are part of an existing hospital). It should be concluded that in the case of all the non Government community colleges and health centres, because of scarce financial resources, no major maintenance or renovation work could take place.

5.17 The same observation applies to science laboratories and technical workshops of the community colleges. All of these specialized facilities lack equipment and teaching/training materials. Because of the lack of

funds it is not possible to add or to replace old equipment. In some of the colleges, the physical facilities themselves are not available. On the other hand, all the health centres lack their own laboratories and they depend on hospital's laboratories to carry out the unsatisfactory level of training of the technicians in charge of laboratories and workshops. Taking all of these factors together, the quality of education in the community colleges and in the health centres has been deteriorating.

5.18 The situation of the libraries in the community colleges is not better than that of laboratories and workshops. Libraries are in general over-crowded and not fully provided with the necessary general education and reference books in addition to the lack of periodicals.

The teaching staff, and results of public examinations

5.19 The majority of the teaching staff of both the community colleges and the health centres are the holders of the B.A. degree. Next to the B.A. holders comes the category of the M.A. holders. Out of the 466 total staff of the community colleges there are 9 Ph.D. holders. Several of the B.A. holders have got their teaching diplomas. The main problem as far as the teaching staff are concerned is the relative scarcity of post B.A. degree holders. There is the need for more teaching staff with M.A. degrees. There is also the need for all the teaching staff to be provided with the professional pedagogical training background. The following table shows the teaching staff according to qualifications :

Category	Ph.D.		M.A.		Diplom		B.A.		Less than B.A.		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Community colleges	9	1.9	61	13.1	42	9	336	72.1	18	3.9	466	100.0
Health centres	-	-	15	12.3	-	-	105	86.1	2	1.6	122	100.0

5.20 Based on results of Public Examinations held at the end of the academic year, it could be said that there is a wide variation in the quality of education provided in each category of the community colleges.

Results in final examinations reflect the degree of efficiency of the educational institution involved including teachers, physical and teaching facilities as well as the management and administration of the colleges. The data of 1985/86 regarding results of public examinations reveal the fact that the UNRWA colleges ranked first, 83.5%. The private colleges ranked lowest, 34.7%. In between come the Government colleges, 82.4% and the Philanthropic colleges 68.8%. It could be concluded that private community colleges are run more on commercial basis than educational. Their premises (mostly rented), their teaching materials and the qualifications of their teachers as well as their management are far below those of the other three agencies, especially UNRWA and Government.

Major problem areas and needs

5.21 Community colleges in the Occupied Territories face several problems. The discussion of these problems would directly or indirectly suggest the needs that should be met in these areas.

5.22 1. Geographical distribution

Due to the unbalanced distribution of community colleges (mostly concentrated in and around Jerusalem), there are some parts (districts) of the Occupied Territories that suffer from the shortage of educational opportunities at the community college level. Students from deficit areas can not enrol themselves, as a general rule, in colleges of surplus areas. Such a situation resulted from the fact that there was no possibility of planning for the establishment of such colleges. It is clear that deficit areas are in need of such colleges.

2. The preference for University education

5.23 Ever since the establishment of the community colleges before and after the Israeli occupation, the demand for education at the community college level was much less than the demand for education at the university level. It should be noted that enrolment in community colleges is about one fourth of total enrolment in higher education. Due to the low demand for

community college education, students finishing their secondary education with high academic achievement prefer to be enrolled in one of the universities rather than in a community college. Thus it is only the students with low academic achievements who join community colleges. As a result there is the need to improve the image of middle level manpower training and education institutions so that they could attract students with better academic achievement. In the long-run enrolment in community colleges should exceed that of the universities.

3. Low quality of some colleges

5.24 As it has been pointed out above, based on public examinations results, it could be said that private community colleges are of a low quality compared to the colleges of the other three agencies. It is reported that private colleges are run on a purely commercial basis. As a consequence, the educational aspects of the institution are sacrificed. Therefore, it is necessary that the quality of education of such colleges be improved through the improvement of the physical facilities and the upgrading of the level of competence of the teaching staff.

4. Lack of national control

5.25 Not all the 17 community colleges belong to the National Higher Education Council. In fact only four of them belong to the Council, with a share of total enrolment of only 27%. Most of the other colleges (the non-members) belong to several agencies, associations and foundations both national and foreign. In such a situation, it is not unexpected to find the various community colleges applying different rules and regulations concerning all the educational and administrative aspects of the colleges. As a result graduates of such colleges are of various types and qualities. For the future, there must be a formula by which either most of the colleges of all agencies could be supervised by the National Higher Education Council or some arrangement should be made for the supervision and control of quality and standards in all colleges, e.g. comprehensive examination organized centrally by NHEC, similar to the situation now in practice in Jordan.

5. The imbalance in areas of specialization

5.26 It could be said that one of the main problems facing community colleges is the fact that 84% of its students are enrolled in non-scientific/non-technological courses. Only 16% (896 out of 5 506) take technological courses composed of some of the engineering specializations and nursing. Of course, it should be noted that 55% of total enrolment are in the teacher training courses. As a strategy for the future, the scientific/technological courses should be encouraged at the community college level. Of course, this means that enough funds are needed to introduce these fields and provide them with the necessary specialized facilities such as workshops, science laboratories and the required trained staff. Another point in this respect is the necessity of matching the middle level manpower needs of society in the Occupied Territories with the future policy regarding community colleges. In the prevailing circumstances of occupation it is difficult to take into consideration the manpower aspect.

6. The renovation of the Curriculum

5.27 Perhaps one of the main urgent needs regarding community colleges is in the field of curriculum development and renovation. The curriculum in use at present is an old one and therefore needs to be up-dated in terms of contents. Also the methods of teaching of the various courses given in the community colleges need to be improved and renovated taking into account new methods of teaching and technological media. In this respect, it is perhaps important to give the teacher training curriculum special attention in the process of revision and renovation.

7. The In-Service and pre-service training of teachers

5.28 Due to long years of occupation, it has been impossible to organize the in-service training of teachers programmes on a systematic basis. The method of teaching as well as the contents of courses have not been either improved or updated. Thus there is the need to organize in-service training courses in accordance with a long-term strategy covering both the in-service and the pre-service training of teachers of the community college.

CHAPTER SIX

THE UNIVERSITIES IN THE OCCUPIED TERRITORIES

6.01 The origin, structure and pattern of development of universities in the Occupied Territories (The West Bank and Gaza Strip) as well as their geographical location, the composition of the student body, the fields of specialization offered and the qualifications of the teaching and the administrative staff, the follow-up of their graduates and the way they are financed, all these aspects of University education are be discussed and analysed in this chapter.

Historical overview

6.02 Higher education in the Occupied Territories can be traced back into the following three periods :

6.03 During the British Mandate, there was actually no arrangement for higher education as such. Just one year before the end of the Mandate there was an attempt to establish an Arab University in Palestine in line with the Hebrew University. This plan did not in fact materialize. On the other hand, there were secondary schools to which was attached a class of one year duration for teacher training purposes. There were two such institutions for boys (the Arab College and the Al-Rashidia School) and two for girls (one in Ramallah and the other for rural teachers in Beerah). In addition there was the agricultural school in Tulkarem and the Technical School in Haifa. There was also the Law College in Jerusalem that conducted external studies in law. Prior to the Israeli occupation of 1967, the Palestinian people, whether in the West Bank and Gaza, or in Diaspora, gave high priority to education in general and to higher education in particular. Although there were no universities in the West Bank or in Gaza, prior to 1967, young Palestinians wishing to pursue their higher education could go either to Arab or foreign universities all over the World. The enrolment ratio of university age population amongst Palestinians compares favourably with similar ratios in developing or even in some developed countries.

6.04 After 1967, the Palestinians in the Occupied Territories found themselves almost isolated in all aspects of life and especially in education, from the rest of the World. High priority was then given to the development of higher education. Through popular community effort universities have been established, ever since the beginning of Occupation, by the people to cover most of the regions of the Occupied Territories, until they have reached now six in number.

The Development of enrolment

6.05 Enrolment in 1986/1987 in the six universities in the Occupied Territories is 14 897 (8). This enrolment has been growing at rapid rate since 1979/1980, when it was 5 054. Enrolment in the six universities has almost tripled in number as the following table shows :

University enrolment growth

Year	Enrolment
1979/80	5 054
1981/82	7 239
1982/83	10 157
1985/86	14 344
1986/87	14 897

6.06 Each university varies in size (enrolment) depending upon its geographical location, the type of education it offers and its final educational objectives. Five of the six universities are located in the West Bank and one in Gaza Strip. In terms of enrolment, Gaza University has an enrolment equal almost to one third of the enrolment of all universities. It should be pointed out that population-wise Gaza has one third of the total population in the Occupied Territories. As will be discussed later on, due to geographical separation of Gaza Strip from the West Bank, all the students of Gaza University are from the Strip itself, while, on the other hand, 13.6% of the total university enrolment of Gaza study in the West Bank Universities.

6.07 Next to Gaza University in terms of enrolment comes Al-Najah University of Nablus where 23% of the total university level enrolment in the Occupied Territories study. This is a prestigious educational institution having a long history in the education of the Palestinian people. With an enrolment of 3 416 (1986/87), Al-Najah University with that of Gaza, provide about 50% of university level educational opportunities for the people of the Occupied Territories. Al-Najah University serves almost all the northern part of the West Bank, including the two districts of Jenin and Tulkarem. As will be discussed later this University attracts also students from the other parts (South of the West Bank and Gaza Strip) of the Occupied Territories.

6.08 Birzeit University, with an enrolment of 2 381, is the third University in the Occupied Territories in terms of size. It attracts students almost equally from all over the Occupied Territories.

6.09 The remaining three universities Bethlehem, Jerusalem and Hebron, each with an enrolment of less than 2 000, each serves its local area, and each offers fields of specializations that are more or less particular to them only. Jerusalem University has a special charateristic of its own which distinguishes it from the others. It is composed of four affiliated colleges that are located in different places in and around the City of Jerusalem.

Enrolment in the six Universities
(1986-1987)

University	no	%
Gaza	4 483	30.1
Al-Najah	3 416	22.9
Birzeit	2 381	16.0
Bethlehem	1 437	9.6
Hebron	1 603	10.8
Jerusalem	1 577	10.6
Total	14 897	100.0

Source : Annex Table 4

The Al-Quds open University

6.10 Unesco carried out a feasibility study of the Open University. The study was completed in 1980. The Palestinian National Council approved the Project of the University. Due to certain circumstances, the implementation of the Project was delayed till 1988 when its establishment in Amman was announced.

6.11 The Al-Quds Open University has so far finished the design and development of its academic programmes and its study courses. The plan according to which the Open University will start to offer its educational services to students in 1989 has not yet been fulfilled.

6.12 As a first phase, educational services will be provided to students in the Occupied Territories. Later on these services will be offered to Palestinians in Diaspora as well as to students of the Arab Countries.

6.13 Distance learning strategy will be adopted which is based on principles of self-learning techniques and multi-media approach. Such media would include, in addition to printed materials, audio-visual materials, T.V. educational programmes, video-tapes, educational radio programmes and tapes. In addition there would be science kits.

6.14 Besides these self instructional and multi-media materials, there would be some kind of a face-to-face interaction between the students and supervisors and tutors. To attain this objective special study centres will be established near students concentration areas. The centres will be provided with library and computer facilities.

There would be five fields of study

1. The programme of Land and rural development
2. The programme of home and family development
3. The programme of technology and applied sciences
4. The programme of administration
5. The programme of education.

Girls participation rate

6.15 Perhaps one of the main distinguishing features and achievements in higher education in the Occupied Territories is the high participation rate of girls in university enrolment.

6.16 During the periode 1979/80 - 1986/87, the rate of the participation of girls has been 41%. This high rate compares favourably with almost all developing countries. The rate varies from one institution to another. It is highest in Jerusalem University where girls are the majority and lowest in Birzeit University as the following table demonstrates.

Girls participation rate in University enrolment
1985/86

University	Participation rate
Gaza	34.7
Al-Najah	41.9
Birzeit	32.0
Bethlehem	43.0
Hebron	37.6
Jerusalem	56.8
Total	39.0

Geographical origins of University Students

6.17 The distribution of students in the six universities according to their geographical origins is an important aspect of university education in the occupied territories. The following analysis, and the findings it offers supports the contention that the main reason for the multiplicity of universities in the Occupied Territories is to provide university education nearest to students' residence [9].

6.18 Students, specially girls, prefer to enrol in an university which is nearest to their residence. As the analysis will demonstrate, the majority of the students of each university come from the locality in which the university is located and from the neighbouring areas :

Percentage of students from the same
or nearby locality in each University
1986/1987

University	Same locality	Nearby locality	Total
Gaza	100.0	-	100.0
Al-Najah	24.4	45.0	87.4
Birzeit	29.2	12.8	42.0
Bethlehem	37.6	42.3	79.9
Hebron	60.9	5.1	66.0
Jerusalem	38.5	21.3	59.8

6.19 The above table demonstrates that :

1. All the students of Gaza University come from Gaza Strip itself.

2. Al-Najah University has 87.4% of its students coming from Nablus itself and from Jenin and Tulkarem.

3. Bethlehem University has almost 80% of its students coming from Jerusalem and Hebron districts.

4. Jerusalem University has 60% of its students coming from Jerusalem, Ramallah and Bethlehem.

5. Hebron University has 66% of its students coming from Hebron and Bethlehem disticts.

6. Birzeit University has a student body that has been equally

attracted from all over the Occupied Territories. It has students from Nablus (9.2%), from Tulkarem (11.2%), from Jenin (9.2%), from Hebron 6.4% and from Gaza 17.9%.

6.20 It could be suggested that one of the main reasons for students to go out of their district and join a university far away from their home is the fact that the selected specialization is not found in the nearby university.

6.21 Universities in the Occupied Territories provide educational opportunities for the Arabs of Israel. Quite a number of them pursue their higher education in some of these universities and specially in Jerusalem University.

Universities fields of specializations

6.22 In general, university education in the Occupied Territories stresses more the study of humanities, education and commerce/public administration than the study of science and technology. Only 23.8% of the students are enrolled in science and technology courses, while the rest (76.2%) are enrolled in humanities, education, religion, commerce and public administration courses. All the six universities offer humanities courses, five of them offer science courses, four of them offer commerce and public administration courses, three of them offer education courses, three of them offer courses in religion, and one of them offers para-medical courses. The following table shows enrolment by fields of specialization.

Specializations	Enrolment	%
Humanities	4 860	33.9
Education	1 979	13.8
Commerce/Administration	2 155	15.0
Religious disciplines	1 932	13.3
Science	2 536	17.7
Technology	882	6.1
Total	14 344	100.0

6.23 The most balanced university in terms of course offerings is Birzeit University where 40% of its students are enrolled in Humanities and related fields, 40% in science and technology and 20% in commerce and public administration. Two universities, Al-Najah and Birzeit, offer engineering courses and two universities, Jerusalem and Bethlehem, offer nursing courses. Jerusalem university, with its four affiliated colleges, is the most scientifically oriented university among the six. 53.2% of its students are enrolled in science and 46.8% in humanities. In fact two of its affiliated colleges are scientifically oriented and two are arts (humanities) oriented.

6.24 As a conclusion it could be stated that there is the need to introduce new fields of specialization and to increase the share of some of the existing ones. Agriculture, pharmacy and medecine are not found in any of the universities. There might be the need for a faculty of agriculture and perhaps for a faculty of medecine. On the other hand, the share of science and technology in all universities should be increased. It should be introduced in Hebron University. Education courses should be introduced in some of those that do not offer education at present. Para-medical courses should be introduced in other universities. Fields of engineering that are not covered at present should be covered in the future.

6.25 Judging the university system in the Occupied Territories vis-à-vis the academic activities undertaken by each university, and on the basis of the general trilogy which a university should fulfil in a balanced manner, namely, Teaching, Research, and Community Service, it could be said that universities carry out their teaching function only. Perhaps, research could be partly carried out if the necessary funds are available and if the economy is structured in such a way that it requires for its development the support of research. University community activities are also limited in the Occupied Territories Universities due to the lack of security and funds.

The teaching staff

6.26 The situation concerning the teaching staff reveals the fact that

all the six universities suffer from shortage of qualified teaching staff. The overall student/teacher ratio is 17. However, the range in this ratio is wide with 12 for the university of Jerusalem and 30 for the university of Hebron. It should be noticed that inspite of the fact that the student/teacher ratio is high, there is an overall high percentage of Ph. D holders (37.4%) among the teaching staff. The highest percentage in this respect is that of Al-Najah University (50.5%), then comes Birzeit University (46.4%).

6.27 The teaching staff with Ph.Ds (321) and those with M.A. (346) are graduate of foreign universities, specially American, British and Arab, specially from Egypt.

UNIVERSITY TEACHING STAFF
BY QUALIFICATIONS (1985/1986)

University	Total teaching staff	% of Ph.Ds	Student/Teacher ratio
Gaza	191	20.4	23
Al-Najah	214	50.5	16
Birzeit	183	46.4	13
Bethlehem	85	38.8	17
Hebron	53	37.7	30
Jerusalem	133	27.1	12
Total	859	37.4	17

Source : Annex Table 4

6.28 The present student/teacher ratio of 17 is judged to be high.To arrive at a lower ratio, say of 13 instead of 17, about 250 new staff are required. This suggested figure would only improve the present staffing situation. It does not reflect the need for qualified staff in the future.There is a staff training programme at the Ph.D. and M.A. degree levels. Each university has its share, except for the Hebron University. The total number of fellowships is 219, out of whom 15% (33) are females :

University staff training programme
1985/1986

University	Ph. D.	M. A.	Total
Gaza	32	30	62
Al-Najah	44	9	53
Birzeit	31	7	38
Bethlehem	9	5	14
Hebron	1	-	1
Jerusalem	25	26	51
Total	142	77	219

6.29 It is evident from the situation of the teaching staff as reflected by the student/teacher ratio that there is the need to expand the staff training programme. More staff members are needed in each university so as to improve the present situation. More highly qualified staff are needed to meet the needs for the future growth.

University specialized facilities :

Library facilities

6.30 Libraries play an important role in the academic life of universities. The availability of libraries which are well provided with general education and reference books and well staffed with qualified and trained librarians is as important as the staffing of the university with highly qualified teaching staff. Faced with difficulties of shortage of funds and the present censorship practices, the present situation of university libraries in the Occupied Territories is not highly satisfactory.

6.31 Each of the six universities has its own library. Yet each university differs in terms of the extent to which these library

facilities are made available to the students. On the average each student has a share of 21 library books, and there is one seat for each 10 students. There is a wide range as the following table demonstrates :

University	Books per student	Students per seat
Gaza	5	38
Al-Najah	21	18
Birzeit	36	5
Bethlehem	26	14
Hebron	14	7
Jerusalem	42	5
Total	21	10

6.32 All universities library facilities need to be improved by expanding the present seating places and constructing additional annexes. More books and periodicals are needed in all universities in addition to the need of library related equipment. Perhaps equally important is the training of the necessary staff for the management and administration of these libraries.

Other specialized facilities :

6.33 The present specialized facilities, besides the libraries, of all the six universities are not sufficient, over-crowed, and lack equipment, teaching materials and trained personnel. The physical facilities of these specialized facilities need major maintenance operations, renovation, expansion or replacement. All of them are in need of trained technical personnel to operate them. Examples of such facilities are the various types of science laboratories, the engineering workshops, the language laboratories and the audio-visual workshops. In addition, there is the need to introduce modern teaching technology such as the use of computers.

The supply and Demand for Higher Education

6.34 The main conclusion of the following analysis is that student places in the higher education institutions in the Occupied Territories

(the West Bank and the Gaza Strip), both at the university level and at the community college level, are only sufficient to absorb 50% of those who pass the General Secondary Education Examination [15]. Therefore, for the medium term planning purposes existing facilities of higher education should be expanded so as both, the universities and the community colleges could start to increase their intake. In the long-term perspective, there should be a plan to double the capacity of the higher education institutions. From now, at least four universities, Al-Najah, Birzeit, Jerusalem and Gaza, should aim at doubling their enrolment. The choice of these institutions is based on geographical distribution justification. Of course, at the same time there should be expansion in the other remaining three universities.

The demand for higher education

6.35 20 109 students who have finished in 1986/87 their secondary education sat for the Public Secondary Education Examination in the West Bank and Gaza Strip. Out of those who sat for the examination, 12 109 passed it and thus were eligible for higher education. (Probably, the number of those who sat for the examination includes a lot of students who are trying to pass the examination for the second or the third time).

The existing capacity

6.36 The existing annual admission capacity of higher education institutions, both universities and community colleges, is as follows :

	student
I. The West Bank	
- The five universities	3 000
- The community colleges	1 500
Total	4 500
II. Gaza	
- Gaza University	1 100
- Community colleges	458
- West Bank Universities	406
- West Bank community colleges	400
Total	2 344

The Deficit in capacity

So the deficit in admission capacity is as follows :

I. West Bank Institutions	
- passed the examination	7 595
- available capacity	4 500
Deficit	3 095
II. Gaza Strip Institutions	
- passed the examination	5 000
- available capacity	2 344
Deficit	2 656

Total deficit of places

- West Bank	3 059
- Gaza	2 656
Total	5 751

6.37 Since the total of those who passed in Public Secondary Education Examination in 1987/88 is 12 595, so those who did not find places (5 751) constitute 45.7%. Of course, due to the future growth of enrolment in secondary education and the resulting increase in the demand for higher education, the total need for new places in higher education goes far beyond the need to meet the present deficit.

The coordination and planning of higher education

6.38 Under Occupation, the Education Charter and the Council of Higher Education are more or less fulfilling part of the required coordination and planning functions of higher education in the Occupied Territories.

6.39 In the absence of a national authority, which is in normal time responsible for the planning, coordination and supervision of the implementation of activities related to all aspects of national life,

including higher education, the Education Charter aims at defining the general guidelines which ensure the over-all solidarity and union of all sectors of higher education and lays down for them the limits beyond which there would be fragmentation and down-fall.

6.40 The Education Charter contains the following five chapters and in each it formulates and defines objectives, duties and obligations.

Chapter one : The Council of Higher Education
Chapter two : The Board of Trustees of each institution
Chapter three : The Institutes of Higher Education
Chapter four : Personnel of Higher Education Institutions
Chapter five : The Student Body.

6.41 The Council was established on 17 June 1977, with the main aim of safeguarding the interests and future of higher education under occupation. The Council represents professional associations and societies of engineers, lawyers, physicians, pharmacists, dentists and agricultural engineers. The Council is administered by an Executive Committee. Its financial resources come from donations, contributions and wills. The Council's main objectives are :

1. Coordination between existing universities with the main objective of developing them into better levels and standards.

2. The establishment of universities, colleges and higher education institutes, cultural centres and libraries in accordance with the needs of society and the available financial resources.

3. Carrying out research, surveys and other activities that will lead to the improvement of the quality of education and the preservation of culture.

4. Developing some existing colleges into university level institutions in accordance with a plan to be prepared by the Council.

5. Coordination with other Arab Universities so as to facilitate and organize the admission of students in the Arab Universities.

6. The mobilization of financial resources locally and externally, for the benefit of higher education with the main objective of expanding and improving the level of services provided.

7. Providing financial help to deserving and academically meriting students to enable them to pursue their education locally or abroad.

8. The preparation and training of the necessary teaching staff for the universities and colleges of the Occupied Territories through a programme of staff training and the provision of scholarships for training abroad.

The Graduates of the Universities

6.42 Data on graduates of the universities in the Occupied territories are not available. The most recent available data go back to 1985/1986. In total 1 716 graduated [8], the following is their distribution by specialization :

	No	%
I. Arts graduates	1 275	74.3
- Arts	646	37.6
- Commerce	284	16.6
- Education	147	8.6
- Religion	198	11.5
II. Science graduates	441	25.7
- Science	343	20.0
- Nursing	61	3.5
- Engineering	37	2.2
Total	1 716	100.0

6.43 As it is expected, there was a continuous disruption of studies under occupation. This has led to a low rate of internal productivity of the University system in the Occupied Territories. Instead of requiring only 4 years (ideally it take 4 years to finish the regular course of study) to finish the course, it took on the average 8 years for a student to finish the course. However, this conclusion concerning the internal productivity of the University system should be taken with precaution in the absence of enough data that permits to carry out a reasonal analysis of productivity.

6.44 How many of the 1 716 got employed in the Occupied Territories and how many remained unemployed ? It is difficult to answer this question concerning the external productivity of the university system. The general impression is that a university graduate either remains unemployed (or accepts a job not related to his spacialization with very low pay) or leaves the Occupied Territories to work outside. With the deteriorating employment situation in the neighbouring Arab countries, specially those of the Gulf, a graduate of the Occupied Territories prefers, most probably, to stay home even though unemployed.

Problems, issues and needs of Higher Education

1. Shortage of financial resources

6.45 The universities in the Occupied Territories are facing financial problems resulting from the shortage of resources. Due to the increasing deterioration of the economic situation, students are not able to pay their full financial obligations to the universities. This will lead to an increasing number of drop-outs and even to the discouragement of many potential students to apply for admission. This situation leads also to the weakening of the academic life at the universities due to the hesitation of qualified staff members to continue teaching. To meet this precarious situation, universities in the Occupied Territories should be continuously financially supported. Arab, regional and international aid should be sought and provided on a regular basis.

2. Problems and issues of academic nature

6.46 The universities in the Occupied Territories are facing a number of problems of academic nature, the most important of which are the following :

- The need of the universities to expand their faculties and departments so as to meet the increasing needs of society.

- The shortage of qualified staff in some fields of specializations.

- The absence of some technological, scientific and professional fields in all the universities such as medecine, pharmacy and agriculture.

- The limitations and constraints being faced in laboratories, workshops and libraries. It is not only that facilities are lacking, but also equipment and teaching materials.

- The curriculum and the teaching methods are more or less traditionally oriented and outdated.

- Textbooks and other learning materials as well as teaching aids and modern technological media are lacking.

- The high cost of photocopying and the shortage of textbooks leave the students with no learning materials and thus the education process is handicapped.

6.47 The above seven problem areas of university education provide sufficient indication as far as needs are concerned. There is the need for (1) the expansion of facilities to meet increasing demand, (2) a staff training programme to upgrade the present staff and meet future needs for university instructors, (3) the establishment of three new faculties of

medecine, pharmacy and agriculture, (4) replenishing and renovating libraries, workshops and laboratories, (5) the reform, revision and development of university curriculum, (6) providing textbooks and teaching aids, and (7) supplying all universities with simple printing and duplication equipment.

3. Unemployment of graduates and their placement and follow-up

6.48 The most serious problem facing higher education in the Occupied Territories is the unemployment of the graduates. So far it seems there are two alternatives that are available for the graduates, either to stay in the Occupied Territories and be unemployed, or leave the homeland and seek employment outside. In the future high level Palestinian qualified and trained manpower would be needed for development purposes in all types of economic activities. It is proposed that each university should develop its own system of placement of graduates and their follow-up.

CHAPTER SEVEN

PROPOSED PROJECT AREAS

7.01 The identified projects aim at :

1. Improving the quality of education of the existing system at all levels.

2. Redressing the imbalances in the provision of educational opportunities and the distribution of educational institutions.

3. Giving priority to the development of educational institutions that would promote and accelerate socio-economic development.

4. Helping to establish the necessary institutional set-up for the development of educational administration, management and planning as well as the development of skills and capabilities in these fields.

7.02 In several of the proposed projects, such as those aiming at the establishment of institutional set-up, curriculum development and middle and higher level manpower education and training, the educational needs of the Palestinian people in the Occupied Territories as well as those living in diaspora have been taken into consideration..

7.03 The identification and costing of projects have been based on several sources of information and experience. The most important of these are :

(a) projects identified previously by professional educational institutions and organizations ;

(b) unit cost regarding the finance of fellowships, experts and consultants ;

(c) accumulated knowledge concerning cost estimates of projects identified and prepared by UNESCO's Cooperative Programmes with international and regional development banks as well as projects of similar nature prepared for UNDP financing. However, the reader should be cautioned that the costs figures are rough estimates the aim of which is to provide an indication of cost magnitude of each sub-project.

7.04 The following proposed projects do not necessarily cover all the educational needs of the Palestinian people. Instead, they have been identified so as to meet the most urgent needs, taking fully into account the importance of laying down the foundations for future development. The total cost of the projects is estimated to be 22 365 000 US $.

Project I

Improvement of primary education and accelerating steps to achieve its universalization

Costs estimates

Sub-project I.1	3 000 000 US$
Sub-project I.2	300 000 US$

The main objective of this project is to improve the quality of primary education and to equalize educational opportunities by the improvement of the existing facilities and the provision of teaching aids and to provide school facilities in deprived areas.

More specifically this project consists of the following two sub-projects :

1. Sub-project I.1

The construction, the provision of furniture and necessary equipment, of twenty primary schools in deprived areas in the West Bank and Gaza Strip (a total of 4 200 student places).

2. Sub-project I.2

The provision of minimum required teaching aids for all primary schools in the Occupied Territories.

Project II

The Development of Pre-service and In-service Training of Teachers at the compulsory and General Secondary levels

Costs estimates

Sub-project	II.1	150 000 US$
Sub-project	II.2	1 500 000 US$
Sub-project	II.3	50 000 US$

The main objective of the project is to improve the Pre-service training facilities at the compulsory level teachers at the community college level and of the secondary level teachers at the universities. The project aims also at providing in-service training opportunities for teachers at the compulsory and secondary schools. Furthermore, the project aims to improve or establish a national institutional set-up for the in-service training of teachers.

More specifically, this project consists of the following three sub-projects :

1. Sub-project II.1

Development of pre-service teacher training facilities in community colleges that have teacher training programmes and in universities that have departments of education.

2. Sub-project II.2

Organizing and implementing a five or ten year in-service teacher training programme at the primary, preparatory and secondary levels.

3. Sub-project II.3

Establishing a national in-service teacher training institutional set-up.

Project III

The development of science and mathematics curriculum

Costs estimates

Sub-project	III.1	40 000 US$
Sub-project	III.2	750 000 US$

The main objective of this project is to revise the curriculum of science and mathematics at the preparatory and secondary levels of education so as to modernize it. It aims also to introduce computer science at the secondary level. An important part of this project is the provision of science laboratory equipment and the training of teachers on the effective use of laboratories in the teaching of science.

More specifically, this project consists of the following two sub-projects :

1. Sub-project III.1

The revision of the curriculum of science and mathematics in terms of contents and the methods of teaching specially the use of science laboratory. Fellowships for a group of national Palestinian science teaching specialists and short international consultancies will be needed.

2. Sub-project III.2

The improvement or provision of science laboratories (equipment, facilities and materials) for the preparatory and secondary schools (science streams) that do not have proper science laboratories. Computer science and equipment will be introduced in some schools.

Project IV

A feasibility study for curriculum development

Costs estimates

Project IV 25 000 US$

The main objective of the project is to undertake a feasibility study on the development of a curriculum for the Palestinian education. The study (a) would cover the curriculum of all levels, from pre-school to ccommunity colleges (b) it would cover the formal and the non-formal education sectors as well as general and vocational education, (c) it would give emphasis on the teaching of science, technology and the communication skills (d) it would give prominence to the objective of meeting the social and economic development needs of the Palestinian society especially in the field of manpower training and the preservation of the Palestinian cultural identity (e) it would outline the basic principles for the teaching methods to be followed which would emphasize the learners active participation in the educative process, problem solving approach and critical thinking (f) the study would also elaborate steps to be taken for the establishment of the institutional set-up to carry out the tasks of curriculum development. Such a set-up could take the form of a Curriculum Development and Research Centre to which a wing will be attached for the development of educational technolgy and audio-visual aids.

Project V

The development of pre-school, non-formal and the disabled and retarded education

Costs estimates

Sub-project V.1	120 000 US$
Sub-project V.2	50 000 US$
Sub-project V.3	100 000 US$

The main objective of this project is to support and develop private initiative and efforts in pre-school education, non-formal adult education especially among women and the education and rehabilitation of the retarded and the disabled.

More specifically, this project consists of the following three sub-projects :

1. Sub-project V.1

The development of pre-school education through (a) in-service training of teachers (b) the improvement of curriculum and the provision of equipment and learning materials and aids for selected kindergartens in the West Bank and Gaza Strip.

2. Sub-project V.2

The development of women non-formal education through (a) increasing the number of literacy classes for women (b) introducing some income generating skill training into women literacy classes.

3. Sub-project V.3

Support to be provided for the 17 centres of the education and rehabilitation of the retarded and the disabled through (a) short term consultancies (b) training of personnel in the territories and abroad (c) the provision of specialized equipment and materials.

Project VI

The Development of facilities for the training of Middle Level Agricultural and Health Manpower

Costs estimates

Sub-project VI.1	200 000 US$
Sub-project VI.2	100 000 US$
Sub-project VI.3	80 000 US$

The main objective of this project is to revitalize the existing middle level manpower training facilities at the two agricultural secondary schools, at Al-Aroub and at Beet Hanoun. It aims also to improve and expand health services facilities in the existing nine health centres and the establishement of two new health training centres.

More specifically this project consists of the following three sub-projects :

1. Sub-project VI.1

The development of the two agricultural secondary schools, at Al-Aroub, Hebron District and at Beet Hanoun, Gaza Strip.

2. Sub-project VI.2

The improvement of the training facilities of the nine health training centres.

3. Sub-project VI.3

The establishment of two new health training centres (suggested in Tulkarem and Hebron).

Project VII

The development of education at the community college level

Costs estimates

Sub-project VII.1	150 000 US$
Sub-project VII.2	250 000 US$
Sub-project VII.3	5 000 000 US$

The main objective of this project is to improve technical education in community colleges that provide it and to introduce it in some other community colleges that do not provide it. The project aims also at providing more educational opportunities at the community college level by the establishment of two of them.

More specifically this project consists of the following three sub-projects :

1. Sub-project VII.1

Consolidate and improve the technical education facilities (civil, architectural, mechanical, electrical engineering and agricultural mechanics) in the three community colleges which offer them.

2. Sub-project VII.2

The introduction of technical education areas in two community colleges which do not offer such education.

3. Sub-project VII.3

The establishment of two community colleges (in Gaza and Jenin, or any deficit areas) with an emphasis on technical education fields and teacher education.

Project VIII

Development of existing Higher Education Training in Para-medical, Technological and Engineering fields

Costs estimates

Sub-project VIII.1	250 000 US$
Sub-project VIII.2	150 000 US$
Sub-project VIII.3	200 000 US$
Sub-project VIII.4	8 500 000 US$

The main objective of this project is to improve and further develop the existing training facilities in the paramedical, technological, agricultural and engineering professions so as to supply the market with better and more graduates.

More specifically this project consists of the following three sub-projects :

1. Sub-project VIII.1

Development of the paramedical training facilities which include (a) the para-medical college of Jerusalem University and (b) the Nursing college of Bethlehem University.

2. Sub-project VIII.2

Development of the training facilities of the Technology College - Abu-Dis- of Jerusalem University.

3. Sub-project VIII.3

Development of the Department of Engineering at (a) the Birzeit University, and (b) Al-Najah National University.

4. Sub-project VIII.4

The establishment of a new faculty of engineering at Gaza University and a new faculty of agriculture at Hebron University.

Project IX

A staff development programme at the University and the community college level

Costs estimates

Project IX 1 300 000 US$

The main objective of the project is to provide training opportunities abroad in specific fields, preferably in science and technology for a number of the staff of the universities including al-Quds Open University and the community colleges in the Occupied Territories.

More specifically the project aims at providing opportunities for (1) 30 staff members for refresher courses of six months duration each (2) 10 M.A. fellowships each for 18 months and (3) 5 Ph.D fellowships, 3 years each.

Project X

The development of management and educational planning

Costs estimates

Project X 100 000 US$

The main objective of the project is the development of management (personnel, finance, statistics) and educational planning capabilities of administrators and educationists who are in charge of education at the central and regional level. Fellowships and equipment (such as computers) will be provided.

Summary identified projects

		US $
I	Development of primary education.	
I.1	Construction of 20 primary schools	3 000 000
I.2	Provision of teaching aids	300 000
	Sub-total I	3 300 000
II	Pre-service and in-service training of teachers.	
II.1	Development of pre-service training facilities	150 000
II.2	Five-year plan of in-service training	1 500 000
II.3	National in-service institutional set-up	50 000
	Sub-total II	1 700 000
III	Development of science and mathematics curriculum.	
III.1	Development of science and mathematics curriculum	40 000
III.2	Provision of science laboratories	750 000
	Sub-total III	790 000
IV	Feasibility study of curriculum development.	
IV	Sub-total IV	25 000
V	Development of non-formal and pre-school education.	
V.1	Development of pre-school education	120 000
V.2	Women non-formal education	50 000
V.3	Support of the education of the disabled	100 000
	Sub-total V	270 000
VI	Facilities for middle level agriculture and health manpower.	
VI.1	Agricultural secondary schools	200 000
VI.2	Training facilities in nine health centres	100 000
VI.3	Establishment of two health training centres	80 000
	Sub-total VI	380 000

VII	Development of community colleges.	
VII.1	Consolidation of technical education	150 000
VII.2	Introduction of technical areas	250 000
VII.3	Establishment of two community colleges	5 000 000
	Sub-total VII	5 400 000
VIII	Para-medical, technology and engineering fields	
VIII.1	Improving existing training facilities in para-medical professions	250 000
VIII.2	Improving existing training facilities in technological professions	150 000
VIII.3	Improving existing training facilities in engineering professions	200 000
VIII.4	Establishing a new faculty of engineering and a new faculty of agriculture	8 500 000
	Sub-total VIII	9 100 000
IX	A staff development programme.	
	Sub-total IX	1 300 000
X	Development of management and planning.	
	Sub-total X	100 000
	Grand total	22 365 000.

PALESTINIAN STUDENTS IN DIASPORA

1987/1988

Annex : Table 1

	Primary	Preparatory	General Secondary	Vocational Secondary	Community Colleges	University	Total
Jordan	285 399	110 406	51 566	17 081	14 927	14 548	493 927
Syria	48 946	20 144	8 155	1 515	560	4 673	83 993
Lebanon	23 982	9 451	n.a.	382	n.a.	n.a.	33 815
Saudi Arabia	22 251	8 300	6 092	239	n.a.	n.a.	36 832
Kuwait	45 910	23 962	20 872	n.a.	n.a.	1 733	92 477
Bahrain	388	155	93	28	n.a.	n.a.	664
Qatar	5 332	2 398	1 853	39	n.a.	578	10 200
U A R	13 703	4 687	3 101	155	n.a.	n.a.	21 646
Y A R	700	500	700	n.a.	n.a.	274	2 174
Tunisia	346	173	36	n.a.	n.a.	54	609
Egypt	1 800	446	981	573	n.a.	2 242	6 042
Algeria	1 231	654	554	29	n.a.	n.a.	2 468
Total	449 988	181 276	94 003	20 041	15 487	24 102	784 897

Source : Al-Quds Open University, Feasibility Study on Statistical data available on the Palestinian People in the fields of Education, Science and Culture (Amman, Sept. 1989).

Note : Some of the data given in the Table refer to 1986/87.

ENROLMENT BY LEVEL, TYPE AND AGENCY IN THE OCCUPIED TERRITORIES (1987)

Annex : Table 2

		GAZA				WEST BANK				TOTAL			
		Public	UNRWA	Private	Total	Public	UNRWA	Private	Total	Public	UNRWA	Private	Total
Pre-school													
	F	-	658	2 235	2 893	834	-	716	10 588				
	T	-	1 541	5 232	6 773	1 530	-	2 115	22 645	1 530	1 541	26 347	29 418
Primary													
	F	-	30 539	-	-	75 493	15 395	7 835	98 723				
	T	45 036	63 763	722	109 521	161 706	28 427	16 331	206 464	206 742	92 190	17 053	315 985
Preparatory													
	F	-	11 847	-	-	25 607	6 135	2 381	34 123				
	T	14 089	25 053	360	39 502	60 363	11 468	5 061	76 892	74 452	36 521	5 421	116 394
Secondary Gen.													
	F	-	-	-	-	16 573	-	1 740	18 313				
	T	17 455	-	1 190	18 645	36 466	-	5 313	41 779	53 921	-	6 503	60 424
Secondary Voc.													
	F	-	-	-	-	240	-	97	337				
	T	507	-	-	507	1 118	-	1 036	2 154	1 625	-	1 036	2 661
Vocat. Centres													
	F	-	-	-	-	192	-	138	330				
	T	-	587	-	587	1 065	-	549	1 614	1 065	587	549	2 201
Community Col.													
	F	-	-	-	-	244	479	1 409	2 132				
	T	830	-	-	830	714	952	4 063	5 729	1 544	952	4 063	6 559
Universities													
	F	-	-	1 617	1 617	-	-	4 197	4 197				
	T	-	-	4 483	4 483	-	-	10 414	10 414	-	-	14 897	14 897
Total		77 917	90 944	11 987	180 848	262 962	40 847	63 882	367 691	340 879	131 791	75 869	548 539
Percentage		43.2	50.1	6.7	100.0	71.5	11.1	17.4	100.0	62.2	24.0	13.8	100.0

Source : Al-Quds Open University, Feasibility Study on Statistical Data available on the Palestinian People in the Fields of Education, Science and Culture (Amman, Sept. 1989).

ENROLMENT IN COMMUNITY COLLEGES
1985/1986 - 1986/1987

Annex : Table 3

	Colleges	1985/1986			1986/1987		
		Male	Female	Total	Male	Female	Total
	I. Government						
1	Tulkeim Khaduri	338	-	338	416	-	416
2	Women's Ramallah	-	234	234	-	241	241
3	Aroub Al-Khalil	87	-	87	83	-	83
4	Men's Gaza	320	-	320	320	-	320
5	Women's Gaza	-	500	500	-	440	440
	Total Government	745	734	1 479	819	681	1 500
	II. UNRWA						
6	Women's Attirah	-	589	589	-	617	617
7	Men's Ramallah	297	-	297	344	-	344
8	Men's Kalandia	192	-	192	141	-	141
	Total UNRWA	489	589	1 078	485	617	1 102
	III. Private/ Philanthropic						
9	Al-Khalil mixed	608	35	643	872	51	923
10	Al-Najah, Nablus mixed	165	317	482	223	379	602
11	Islamic studies Kalkila mixed	62	127	189	50	125	175
12	Islamic studies Jerusalem Men	51	-	51	55	-	55
13	Bethlehem mixed	10	10	20	18	7	25
14	Ummah, Jerusalem mixed	110	247	357	101	308	409
15	Ramallah mixed	299	56	355	469	152	621
16	Al-Rawdah Nablus mixed	182	237	419	257	388	645
17	Ibrahimia, Jerusalem mixed	274	161	435	258	231	489
	Total private	1 761	1 190	2 951	984	771	1 755
	Grand Total	2 995	2 513	5 508	3 607	2 939	6.546

Source : - 1985/86 from ESCWA - Arab Labour Organization, Vocational Training in the West Bank and Gaza Strip , (Vol II. May, 1987, p. 75).

- 1986/87 from Saleh, Zaroo, Higher Education in the Occupied Territories, (March, 1989. p. 41).

UNIVERSITY ENROLMENT AND TEACHING STAFF BY INSTITUTION
1986/1987

Annex : Table 4

University	Enrolment	Teaching Staff					Teacher/ Student ratio	% of Ph.Ds out of total staff	Adminis. and service personnel
		Ph. D.	M. A.	B. A.	Other	Total			
1. Gaza Islamic U.	4 483	39	65	87	-	191	23	20.4	123
2. Al-Najah Nablus U.	3 416	108	78	28	-	214	16	50.5	183
3. Birzeit U.	2 381	85	73	25	-	183	13	46.4	309
4. Bethlehem U.	1 437	33	44	7	1	85	17	38.8	67
5. Hebron U.	1 603	20	28	5	-	53	30	37.7	58
6. Jerusalem	1 577	36	58	37	2	133	12	27.1	175
(1) College of Religion	(380)	8	6	-	-	14	27	57.1	31
(2) Para-Medical College	(193)	-	15	5	-	20	10	0	35
(3) Science and Tech. College	(689)	22	30	30	2	84	8	26.2	92
(4) Girls College of Arts	(315)	6	7	2	-	15	21	40.0	17
Total	14 897	321	346	189	3	859	17	37.4	915

Source : Saleh, Zaroo, Higher Education in the Occupied Territories, (March, 1989).

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